DOCUMENT RESUME

ED 288 078 CE 049 023

AUTHOR Bitz, Ann
TITLE Curriculum Development for the Home Economics Department.
INSTITUTION Sweet Grass County High School District, Big Timber, MT.
SPONS AGENCY Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE 87
GRANT 87-4907-CD-2B-16-CD010
NOTE 70p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Clothing Instruction; Course Content; Course Descriptions; Curriculum Guides; *Family Life Education; *Foods Instruction; *Home Economics; Home Furnishings; Homemaking Skills; *Housing; Nutrition; *Parenthood Education; Secondary Education

ABSTRACT

This curriculum guide contains content outlines and outlines of the specific learning objectives for all courses taught in the Home Economics Department of Sweet Grass County High School, Montana. The courses are Homemaking for Today, Foods and Nutrition, Housing and Home Furnishings, Single Survival, Clothing I, Clothing II, Family Life, and Preparing for Parenthood. Each outline provides the following information: grade, prerequisite, credit, length, and overall objective. The content outline provides major topic areas. The outline of objectives suggests teaching techniques and length of time to be spent on each topic. (YLB)

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MF87/3309

CD010

ED288078

Curriculum Development for the Home Economics Department

Sweet Grass County High School

Ann Bitz
Home Economics Instructor

1987

Grant Number: 87-4907-CD-2B-16-CD010

CE049023

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HOMEMAKING FOR TODAY - OUTLINE

Grade: 9
Prerequisite: none
Credit: 1
Length: 1 year

Overall Objective: To enable the student to achieve a knowledge about areas included in Home Economics courses.

I. Introduction - An Orientation to FHA/HERO

II. A Better You - Focusing on Leadership
- A. Values selection, goal setting, and decision making
- B. Dealing with success and failure
- C. Communication skills
- D. Leadership styles

III. Consumers in Today's World - Being a Wise Consumer
- A. Banking services
- B. Checking accounts
- C. Insurance, credit, stocks and bonds, and consumer protection and rights
- D. Decision making process
- E. Planned and impulse buying
- F. Advertising
- G. Reading labels
- H. Energy conservation

IV. Leisure Time Skills - Ways to Entertain Yourself
- A. Needle crafts
- B. Other leisure activities

V. Planning and Preparing Meals - Nutrition and Food Preparation
- A. Good Nutrition
  1. Role of nutrients in the body
  2. Names of nutrients
  3. Basic Four Food groups
  4. FDA
  5. Overweight, underweight and eating disorders
- B. Meal Management
  1. Planning and evaluating menus
  2. Basic table setting
  3. Shopping skills
- C. Meal Preparation and Service
  1. Kitchen utensils and appliances
  2. Measurement teachniques
  3. Using recipies
  4. Mixing, cutting, and cooking techniques
  5. Recipe abbreviations and equivalents
  6. Food and kitchen safety
  7. Prepare foods from each food group
  8. Storage techniques

VI. A Place to Call Home - Selecting and Caring for Your Space
- A. Personal housing needs and alternatives
- B. Design his/her personal living space
  1. Elements and principles of design
  2. Floor plans
  3. Color schemes
  4. Uses of color
- C. Selecting home furnishings
- D. Caring for the home

VII. Individuals and Families - The Life Cycle
- A. Different types of lifestyles and family structures
- B. The meaning of marriage
  1. Dating
  2. Infatuation vs love
  3. Love, sex, and birth control
  4. Mate selection
  5. Female reproductive cycle
  6. Purpose of engagement
  7. Costs of a wedding
  8. Making a marriage work
  9. Divorce
  10. Remarriage
- C. Responsibilities of parenthood
  1. Pleasures and problems
  2. Child abuse and neglect
  3. Adoption
  4. Heredity
- D. Relating to young children
  1. Babysitting techniqes
  2. Physical, mental and emotional development of a child
  3. Discipline
  4. Selection of toys, stories and activities for children
  5. Feeding children
- E. Living and Dying
  1. Funerals
  2. Legal matters
  3. Health care

VIII. Finding and Keeping a Job
- A. Interests, abilities, and aptitudes
- B. Educational choices
- C. Sources for finding a job
- D. Complete and application, resume, letter of application and follow-up letter
- E. Job performance and keeping the job

IX. Looking Good - Grooming and Clothing
- A. Appearance
  1. Health
  2. Skin, hair, and nails
  3. Wardrobe
  4. Shopping skills
  5. Clothing maintenance (repair and cleaning)
- B. Preparing to sew
  1. Textile fibers
  2. Fabric construction
  3. Pattern and fabric selection
  4. Reading pattern envelopes, pattern catalogs, and fabric bolts
  5. Equipment use and sewing preparations

C. Sewing techniques
   1. Construction symbols
   2. Garment construction terms
   3. Using the sewing machine
   4. Complete a garment

HOMEMAKING FOR TODAY

Grade: 9
Prerequisite: none
Credit: 1
Length: 1 year
Expense: some

Overall Objective: To enable the student to achieve a knowledge about areas included in Home Ecnomics courses.

Teaching Techniques: Supervised study, questioning and discussion
Hands on experience
Demonstrations
Tours and guest speakers
Handouts

Outline and Specific Learning Objectives:

A. Introduction - An Orientation to FHA/HERO - 2 weeks
After completion of this unit, the student should be able to:
1. Define Future Homemakers of America
2. Distinguish between types of FHA chapters
3. State the goal of FHA/HERO
4. Select from a list purposes of FHA/HERO
5. Match the parts of the FHA/HERO emblem to the correct meanings
6. State the FHA/HERO motto
7. Complete the FHA/HERO creed
8. Name the symbols of the organization and their meaning

B. A Better You - Focusing on Leadership - 4 weeks
After completion of this unit, the student should be able to:
1. Demonstrate a knowledge of value selection, goal setting, decision making mature and immature behavior and how to deal with success and failure
2. Demonstrate the communication skills of listening, speaking, and communicating verbally and nonverbally
3. Be aware of leadership styles, art of motivating, organizing groups and leadership skill development

C. Consumers in Today's World - Being a Wise Consumer - 2 weeks
After completion of this unit, the student should be able to:
1. Match terms associated with using banking services to the correct definitions.
2. Name the functions of a bank.
3. Match banking services to the correct descriptions/definitions
4. Arrange in order the steps involved in opening a checking account
5. Name advantages of a checking account
6. Identify kinds of check endorsements
7. Select from a list items that should be included on a check
8. Write a check and a deposit slip
9. Reconcile a bank statement
10. Become aware of consumer decisions related to insurance, credit, stocks and bonds, consumer protection and consumer rights and responsiblities
11. Arrange in order the steps in the decision-making process
12. Distinguish between planned and impulse buying
13. Evaluate advertising
14. Evaluate a label
15. Demonstrate skills related to energy conservation
16. Select from a list terms related to a quality environment

D. Leisure Time Skills - Ways to Entertain Yourself - 2 weeks
After completion of this unit, the student should be able to:
1. Complete a sample of each type of needle craft
2. Identify leisure time skills that are valuable to him/her

E. Planning and Preparing Meals - Nutrition and Food Preparation - 10 weeks

After completion of this unit, the student should be able to:

1. Demonstrate a knowledge of good nutrition
   a. Students will understand how food and nutrients affect the body
   b. Students wil give examples of carbohydrates, proteins, fats, vitamins, minerals and waters function in the body
   c. Students will complete a chart on the Basic Four Food Groups
   d. Students will develop a knowledge of the FDA, energy need, overweight, undersweight and eating disorders
   e. Students will distinguish between characteristics of good nutrition and poor nutrition
2. Demonstrate a knowledge of meal management
   a. Match terms associated with meal planning and table service to the correct definitions
   b. Name factors to consider in menu/meal planning
   c. Select from a list ways to give a menu variety
   d. Evaluate menus
   e. Plan menus
   f. Select tableware needed for given menus
   g. Demonstrate the ability to arrange basic table setting
   h. Demonstrate shopping skills in reading advertisements, unit pricing, food dating, food labeling, and additives
   i. Learn food storage skills
3. Demonstrate a knowledge of meal preparation and service
   a. Identify kitchen utensils and tools used for stirring, lifting, dipping, turning, beating and whipping
   b. Identify kitchen utensils and tools used for cutting, chopping and mashing
   c. Identify kitchen utensils and tools used for draining, straining, and sifting
   d. Identify kitchen utensils and tools used for measuring
   e. Identify kitchen utensils and tools used for clean-up
   f. Match tools and untensils to their correct uses
   g. Describe general care for kitchen utensils, tools and appliances
   h. Name two ways to measure accurately
   i. Demonstrate how to correctly measure ingredients:
      1. Measure flour
      2. Measure brown sugar
      3. Measure small amounts of ingredients
      4. Measure liquid
      5. Measure shortening
   j. Demonstrate making a time plan
   k. Match terms associated with using a recipe to the correct definitions
   l. Match mixing techniques to the correct descriptions
   m. Match cutting techniques to the correct descriptions
   n. Match cooking techniques to the correct descriptions
   o. Write recipe abbreviations used for weights, measures, time, and oven temperature
   p. Arrange in order the steps for successful recipe use
   q. Evaluate recipes
   r. Convert recipes
   s. Use a recipe
   t. Describe hygienic practices that a person should follow in food preparation
   u. Select from a list guidelines for preventing accidents
   v. Match terms associated with quick breads to the correct definitions
   w. Match basic ingredients used in quick breads to their functions
   x. Distinquish between methods of mixing quick breads
   y. Prepare a quick bread

z. Match terms associated with cereals to the correct definitions
aa. Select from a list main nutrients found in cereals
bb. Describe the methods used in cereal cookery
cc. Prepare a cooked cereal
dd. Prepare a cereal-type product
ee. Match terms associated with dairy foods to the correct definitions
ff. Select from a list main nutrients found in dairy foods
gg. Select from a list principles of cheese cookery
hh. State the goal of milk cookery
ii. Select from a list methods for successful milk cookery
jj. Match forms of milk to the correct descriptions
kk. Compare common cheeses
ll. Demonstrate the ability to:
    a. Prepare hot chocolate
    b. Identify kinds of cheese
mm. Select from a list main nutrients contained in eggs
nn. Name uses of eggs in recipes
oo. Describe egg cookery principles
pp. Describe the proper storage of eggs
qq. Demonstrate the ability to:
    a. Separate eggs for cookery
    b. Prepare hard-cooked eggs
    c. Prepare an omelet
rr. Match terms associated with meats to the correct definitions.
ss. Name common types of meats
tt. Select from a list main nutrients contained in meats
uu. Name factors to consider in the purchase of meats
vv. Name rules to remember in cooking meats
ww. List factors to consider when storing meats
xx. Cook a cut of meat
yy. Select from a list main nutrients contained in yeast breads
zz. Match basic ingredients used in preparing yeast breads to their correct function
aaa. Arrange in order the eight basic steps in making yeast bread
bbb. Prepare a yeast bread
ccc. Select from a list main nutrients contained in fruits
ddd. Select from a list factors to consider when selection of fruit
eee. Prepare a fresh fruit recipe
fff. Prepare a cooked fruit recipe
ggg. Demonstrate correct storage procedures
hhh. Select from a list main nutrients contained in vegetables
iii. Select from a list ways vegetables are classified.
jjj. Name factors to consider when selecting vegetables
kkk. Select from a list rules for cooking vegetables
lll. Prepare a vegetable recipe
mmm. Plan and prepare a meal so all foods are done at the correct time

F. A Place to Call Home - Selecting and Caring for Your Space - 4 weeks

After completion of this unit, the student should be able to:

1. Determine personal housing needs and alternatives
2. Design his/her personal living space
    a. Recognize elements and principles of design
    b. Match elements of design to the correct descriptions
    c. Match principles of design to the correct descriptions
    d. Select from a list guidelines to be used in arranging contents of living space
    e. Match kinds of lighting to their functions
    f. Collect examples of design elements
    g. Collect examples of design principles
    h. Develop floor plans
    i. Develop a color scheme
    j. Match terms associated with color to the correct definitions

k. Classify primary, secondary, and intermediate colors
l. Match basic color schemes to the correct descriptions
m. Name guidelines for using color
n. Make a color wheel
o. Change intensity of color
p. Change value of color
q. Design "dream home"

3. Selecting home furnishings
   a. Match basic floor coverings to the correct descriptions
   b. Identify correct care of different floor covering
   c. Identify different wall and window treatments
   d. Identify different types of lighting
   e. Classify furniture into periods, styles, and proper arrangements
4. Caring for the Home
   a. Demonstrate simple home repair techniques
   b. Match plumbing, carpentry, and electrical terms to the correct definition

G. Individuals and Families - The Life Cycle - 5 weeks

After completion of this unit, the student should be able to:

1. Identify different types of lifestyles and family structures
2. Understand the meaning of marriage
   a. Determine the functions and expectations of dating
   b. Identify concerns associated with dating
   c. Discuss the importance of dating and human relations
   d. Select from a list desirable characteristics of a dating partner or mate
   e. Distinguish between characteristics of infatuation and mature love
   f. Distinguish between positive and negative reasons people marry
   g. Select from a list reasons people remain single
   h. Examine personal feelings on love, sex, and birth control
   i. Summarize factors influencing selection of a mate
   j. Discuss the reason for the engagement period
   k. Analyze the costs of a wedding
   l. Analyze factors affecting marriage
   m. Discuss what makes a marriage work
   n. Examine methods of dissolving a marriage and the emotional impact
   o. Discuss the impact of remarriage on adults and children
3. Explore responsibilities regarding parenthood
   a. Discuss pleasures and problems of parenthood
   b. Identify forms of child abuse and neglect
   c. Use the decision making process to decide whether to have or not
   d. Analyze the steps for adoption of children
   e. Analyze the role of heredity
   f. Discuss the role of parents
4. Relating to young children
   a. Learn babysitting techniques
   b. Define characteristics of physical growth and motor development from birth to six years
   c. Describe the physical, emotional and psychological care children need
   d. Develop communication skills to use with children
   e. Develop teaching techniques for teaching independence and responsibility
   f. Discuss aspects of discipline
   g. Select from a list characteristics of a good toy
   h. Select from a list characteristics of a good story for children
   i. Name ways to help children in their play activities
   j. Make a child care activity kit
   k. Discuss feeding problems
5. Living and Dying
   a. Explain the grieving process
   b. Summarize procedures for funeral arrangements
   c. Investigate legal matters concerning death
   d. Discuss the keeping of family records
   e. Discuss options for medical care

H. Finding and Keeping a Job

After completion of this unit, the student should be able to:

1. Identify interest, abilities and aptitudes
2. Identify educational choices
3. Identify sources for career information
4. Name sources for finding a job
5. Complete a sample employment application
6. Complete a sample resume
7. Complete a sample letter of application
8. Write a follow-up letter
9. Discuss ethics, grooming and expectations related to job permanence
10. Discuss the best way to change jobs
11. Identify personal talents, skills and interests that could lead to creating his/her own job

I. Looking Good - 10 weeks

After completion of this unit, the student should be able to:

1. Identify aspects of his/her appearance
   a. Discuss what it means to have good health
   b. Identify good grooming techniques for hair, skin, nails and clothing
   c. Describe how values and attitudes affect clothing selections
   d. Identify influences on wardrobe selection
   e. Describe consumer shopping skills
   f. State principles of clothing maintenance
   g. Plan a wardrobe
2. Preparing to Sew
   a. Name the two classes of textile fibers
   b. Label basic methods of fabric construction
   c. Label types of weaves
   d. Select from a list purposes of fabric finishes
   e. Match terms associated with pattern and fabric selection to the correct definitions
   f. Match types of lines to the correct effects/descriptions
   g. Explain the four ways to test fabric in stores
   h. Distinguish between information found on front and back of the pattern envelope
   i. Determine pattern type and size
   j. Select pattern and fabric yardage
   k. Demonstrate equipment use
   l. Demonstrate sewing prepartions
   m. Demonstrate patterns layout, cutting, marking and construction
3. Sewing techniques
   a. Match terms associated with garment construction to the correct definitions
   b. Match construction symbols to their functions
   c. Demonstrate winding the bobbin, threading the machine, and a knowledge of the machine parts
   d. Demonstrate the ability to:
      1. layout pattern
      2. cut pattern out
      3. mark pattern
      4. finish seams
      5. grade, trim, clip and notch seam allowances
      6. sew on buttons
      7. read pattern instructions

FOODS AND NUTRITION - OUTLINE

Grade: 10-12
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To enable the student to achieve acknowledge about food preparation techniques, food storage, nutrition for the life cycle, and healthy eating.

I. Our Food Habits
   A. Factors influencing food habits
   B. Food availability

II. Nutrients in Food
   A. Good nutrition and good health
   B. Functions and sources of nutrients
   C. Major nutrient groups

III. Food for Nutrition
   A. Digestion
   B. Calorie Value

IV. Creative Food Choices
   A. Controlling fat, sugar and salt in the diet
   B. Time, energy, money, and physical energy management
   C. Evaluating meals

V. Food in Contemporary Society
   A. Food processing
   B. Additives
   C. Health foods
   D. Vegetarianism
   E. Nutritional information panels

VI. Food for Special Needs
   A. Pregnancy
   B. Children
   C. Adults
   D. Elderly
   E. Convalescence
   F. Food assistance programs

VII. Weight Control
   A. Ideal weight
   B. Overweight, underweight and eating disorders

VIII. Food and Fitness
   A. Food and exercise
   B. Nutrient needs of athletes

IX. Eating Away from Home
   A. Restaraunt menu terms
   B. Different eating places
   C. Nutritional values of fast-foods

X. Smart Food Buying
   1. Cost of food
   2. Types of food stores
   3. Label information and unit pricing
   4. Cost-per-serving
   5. Food dating

XI. Kitchen Laboratory
   1. Organizing a kitchen
   2. Energy conservation
   3. Storage centers and work centers
   4. Identify equipment, large and small, used in the kitchen
   5. Evaluate appliances, cookware, and equipment
   6. Kitchen floor plans
   7. Adapting a kitchen for a disability

XII. Working in the Kitchen
   1. Using a recipe
   2. Measuring techniques
   3. Abbeviations and equivalents
   4. Cooking terms

XIII. Sanitation and Safety
   1. Food poisoning
   2. First aid
   3. Basic safety in the kitchen

XIV. Table Setting and Manners
   1. Table settings
   2. Dishes, glassware, and flatware
   3. Table manners
   4. Serving techniques

XV. Food Preparation Techniques
   1. Fruits
      a. Forms
      b. Purchasing, storage and preparation
      c. Nutrients
   2. Vegetables
      a. Forms
      b. Purchasing, storage and prepartion
      c. Nutrition
   3. Salads and Salad Dressings
      a. Kinds
      b. Care and preparation
      c. Nutrition
   4. Grain and Grain Products
      a. Kinds
      b. Care and storage
      c. Preparation
   5. Quick Breads
      a. Kinds
      b. Mixing methods
      c. Ingredients
      d. Preparation and storage

XV. Food Preparation Techniques - continued

6. Yeast Breads
   a. Nutrition
   b. Ingredients
   c. Mixing methods
   d. Preparation and storage
7. Meat
   a. Forms
   b. Meat extenders
   c. Care and purchasing
   d. Preparation techniques
   e. Nutritional value
8. Poultry
   a. Kinds
   b. Cutting up
   c. Preparation and serving and nutritional value
   d. Purchasing
9. Fish
   a. Kinds and forms
   b. Purchasing
   c. Nutritional benefits
   d. Prepartion and storage
10. Soup
   a. Forms
   b. Preparation and service
   c. Nutritional value
11. Eggs
   a. Nutritional value
   b. Selection, preparation and storage
   c. Sizing
12. Milk
   a. Forms
   b. Nutritional value
   c. Purchasing, preparation, and serving
13. Cheese
   a. Kinds and forms
   b. Nutritional value
   c. Selection, preparation and storage
14. Desserts
   a. Kinds
   b. Preparation
15. Cakes and Frostings
   a. Types
   b. Ingredient functions
   c. Prepare and frost a cake
16. Cookies
   a. Kinds
   b. Preparation and storage
   c. Problem solving
17. Pastries
   a. Kinds
   b. Preparation and storage
18. Candies
   a. Kinds
   b. Preparation and storage
   c. Ingredient functions

XV. Food Preparation Techniques - continued

19. Fats and Oils
    a. Kinds
    b. Nutritional factors
    c. Using and storing
20. Beverages
    a. Types
    b. Preparation

XVI. Preserving Foods at Home
- A. Reasons for preservation
- B. Methods
- C. Preserve different foods
- D. Handling spoiled foods

XVII. Cooking for Convenience
- A. Convenience foods available
- B. Reading labels
- C. Preparation

XVIII. Food For the Outdoors
- A. Planning for a picnic, barbecue or backpack
- B. Precautions

XIX. Cooking with a Flair
- A. Garnishing
- B. Spices
- C. Appetizers and relishes

XX. Food for Special Occasions
- A. Planning and organizing
- B. Food gifts

XXI. Careers in Food and Nutrition

FOODS AND NUTRITION

Grade: 10-12
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To enable the student to achieve a knowledge about food prepartion techniques, food storage, nutrition for the life cycle, and healthy eating.

Teaching Techniques: Supervised study, questioning and discussion
Lecture
Hands on experience
Demonstrations
Handouts

Outline and Specific Learning Objectives:

A. Our Food Habits
After completion of this unit, the student should be able to:
1. Analyze why you eat
2. Describe the psychological factors that affect your eating.
3. Explain how family, cultural, or environmental factors influence you food habits.
4. List four factors that influence food availabilty.

B. Nutrients in Food
After completion of this unit, the student should be able to:
1. Explain the relationship between good nutrition and good health.
2. State the functions and food sources of the major nutrients.
3. List the major nutrient groups
4. Explain why a varied diet is the best diet.

C. Food for Nutrition
After completion of this unit, the student should be able to:
1. Describe how food is digested and nutrients absorbed and transported to cells.
2. Comput the calorie value of different foods using the content of carbohydrate, fat and protein
3. Evaluate the nutritional value of your diet for one day.
4. Identify words associated with the digestive process.

D. Creative Food Choices
After completion of this unit, the student should be able to:
1. Classify twenty foods into their respective food groups, using nutrient content as criteria
2. Develop a plan for controlling the fat, sugar, and salt content of a diet
3. Analyze the way you manage time, money, and physical energy while choosing your lunch menu
4. Plan a set of nutritious breakfast menus that you can prepare in 5 minutes or less
5. Evaluate your meals for one day, using a food guide and principles of aesthetics as criteria
6. Describe five circumstances in your own family that affect meal choices

E. Food in Contemporary Society
After completion of this unit, the student should be able to:
1. State the advantages and disadvantages of food processing
2. Explain how food additives are regulated
3. Discuss the pros and cons of the health-food movement
4. List five reliable sources of nutrition information
5. Identify the differenty types of vegetarians
6. Recognize common additives
7. Evaluate the reliability of a given source of nutrition information.

F. Food for Special Needs
After completion of this unit, the student should be able to:
1. Write a day's menu pattern that meets the nutrient and calorie needs of a pregnant 25-year-old woman
2. Describe how feeding patterns change for an infant from birth to age 1

3. List some ways you might help a child develop good food habits
4. Compare and contrast your food patterns and nutrient needs as a child and as a teenager
5. Describe food-related problems that elderly people may experience
6. Plan an appealing tray of food for someone who is convalescing
7. Identify food assistance programs

G. Smart Weight Control

After completion of this unit, the student will be able to:

1. Gauge his/her ideal weight by using a height-weight curve, the mirror test, and the skin fold test.
2. Discuss possible causes of overweight and underweight.
3. Analyze a current fad diet to determine whether it would be effective or healthy for a teenager
4. Give five advantages to maintaining your ideal weight.
5. Creat a plan that can help the student achieve and/or maintain his/her ideal weight
6. Discuss eating disorders

H. Food and Fitness

After completion of this unit, the student will be able to:

1. List ten ways he/she can increase exercise in his/her everyday life
2. Discuss the benefits of exercise
3. Plan an exercise program for physical fitness
4. Compare the nutrient needs of an athlete and a nonathlete
5. Describe the relationship of diet to atheletic and everyday performance
6. Analyze three food beliefs commonly held by athletes.

I. Eating Away from Home

After completion of this unit, the student will be able to:

1. Identify advantages and disadvantages of different eating places
2. Explain the terms used on a typical restaurant menu
3. Analyze the nutritional value of a meal eaten at a fast-food restaurant
4. Role play the proper behavior for a formal and a fast-food restaurant

J. Smart Food Buying

After completion of this unit, the student will be able to:

1. Use management and decision-making skills to get the most for the food dollar
2. Explain the factors that influence the cost of food
3. Evaluate different types of food stores
4. Use the label information and unit pricing on food products to make shopping choices
5. Calculate cost per serving
6. Identify different types of food dating
7. Recognize symbols on labels

K. The Kitchen Laboratory

After completion of this unit, the student will be able to:

1. Plan a work center, using the principles of organization
2. Identify the best storage centers for kitchen utensils and small appliances
3. Identify simple changes in a kitchen to help the physically disabled
4. List five ways to conserve energy when using appliances
5. Evaluate features of major and small appliances
6. Compare the advantages and disadvantages of different cookware and bakeware materials
7. Identify different kitchen floor plans and the advantages and disadvantages of each
8. Identify foor-preparation tools

L. Working in the Kitchen

After completion of this unit, the student will be able to:

1. Interpret and follow directions given in a recipe
2. Successfully double and half a recipe
3. Measure ingredients accurately
4. Identify equivalents
5. Describe and use methods to make him/her a more efficient kitchen manager
6. Correctly identify abbreviations of cooking words and ma...

M. Sanitation and Safety

After completion of this unit, the student will be able to:

1. Use food-preparation methods and techniques that will prevent food poisoning
2. Recognize charateristics of different kinds of food poisoning
3. Explain the importance of cleanliness in the kitchen
4. Perform basic first aid in the event of minor kitchen accidents
5. List kitchen safety precautions to take with a child or an elderly person
6. List basic kitchen safety practices

N. Table Setting and Manners

After completion of this unit, the student should be able to:

1. Set the table correctly for formal or informal eating
2. Select dishes, glasses, and flatware
3. Practice good table manners at home or school
4. Serve a meal correctly, using proper etiquette
5. Identify terms related to table setting and manners

O. Food Preparation Techniques

--FRUITS

After completion of this unit the student should be able to:

1. Know the different forms of fruits available and the ways they can be used
2. Care for and prepare fruits to preserve their nutritional value and make food products that look and taste good
3. Explain the nutritional benefits of fruits
4. Recognize factors to look for when purchasing fresh, frozen,or canned fruit
5. Prepare a dish using fruits

--VEGETABLES

After completion of this unit, the student should be able to:

1. Identify vegetable categories
2. Describe the form, preparation, and uses of the different vegetables
3. Explain the nutritional benefits of vegetables
4. Select the best grade of vegetables needed for a particular use
5. Care for and prepare vegetables so that they retain their food value, color, flavor, and some of their original texture
6. Recognize factors to look for when purchasing fresh, frozen, or canned vegetables
7. Identify sources of nutrients according to color
8. Prepare a dish using vegetables

--SALADS AND SALAD DRESSINGS

After completion of this unit, the student should be able to:

1. Identify different kinds of salads and tell how each is used in meal planning
2. Recognize different salad greens and select the best-quality greens for a particular use
3. List different types of salad dressings suitable for use with each kind of salad
4. Care for and prepare salad ingredients and dressings so that they retain their food value, as well as look and taste good
5. Identify nutrients found in salads
6. Prepare a salad

--GRAINS AND GRAIN PRODUCTS

After completion of this unit, the student should be able to:

1. Compare the different grain products available, in terms of their preparation and nutritional contribution
2. Prepare different grain products, using a variety of methods
3. Demonstrate how to care for and store the different types of grains and grain products
4. Identify terms relating to grains and grain products

--QUICK BREADS

After completion of this unit, the student should be able to:

1. Identify the different kinds of quick breads and explain their uses in meal planning
2. Understand the functions of the ingredients and mixing methods in quick breads and know when to use each
3. Follow basic principles and methods in making, serving, and storing quick breads
4. Prepare a quick bread

5. Identify terms related to quick breads

O. Food Preparation Techniques (continued)

--YEAST BREADS

After completion of this unit, the student should be able to:

1. Classify the different yeast-bread products in the markets by type, ethnic origin, and holiday specialties
2. Identify terms related to yeast breads
3. Explain the nutritional benefits of yeast breads
4. Know the food value and use of the different types of yeast breads
5. Make wise decisions when buying yeast products, mixes, and ingredients
6. Understand the functions of the ingredients in making yeast breads
7. Follow basic principles and methods in making, serving, and storing yeast breads
8. Prepare a yeast bread
9. Identify different types of sandwiches
10. Identify which methods of mixing would suit different situations

--MEAT

After completion of this unit, the student should be able to:

1. Identify the different kinds, cuts, and forms of meat and the ways they can be prepared
2. Describe the role of the government in providing safe and wholesome meat
3. Identify terms related to meats
4. Recognize the contribution meat extenders make in the daily diet
5. Care for and prepare meat so that it is palatable and safe to eat
6. Prepare and serve a variety of meat dishes appropriate for different eating situations and budgets.
7. Identify different preparation techniques

--POULTRY

After completion of this unit, the student should be able to:

1. Identify the different kinds and forms of poultry sold in the markets
2. Select the best grade and form of poultry for a particular use
3. Cut-up a chicken
4. Carve a turkey
5. Follow basic principles and methods in preparing and serving poultry products
6. Identify terms related to poultry
7. Care for poultry, stuffing, and poultry products so they remain safe to eat
8. Prepare a poultry product
9. Identify characteristics to look for when purchasing fresh poultry

--FISH

After completion of this unit, the student should be able to:

1. Identify the kinds and forms of fish sold
2. Select good-quality fish for the use intended
3. Identify terms related to fish
4. List nutritional benefits of fish to the diet
5. Apply the principles of preparation to make the fish flavorful and attractive
6. Prepare a fish product

--SOUP

After completion of this unit, the student should be able to:

1. Identify the forms and types of soup available
2. Read labels on processed soups for information about ingredients, nutrients, uses, and methods of preparation
3. Follow basic principles and methods in preparing homemade and convenience soups
4. Prepare a homemade soup

--EGGS

After completion of this unit, the student should be able to:

1. Recognizet he contribution of eggs to the daily diet
2. Consider the quality, size, and intended use when buying eggs
3. Identify terms related to eggs
4. Follow basic principles and methods in preparing and serving eggs and egg products
5. Apply the principles of care to eggs and egg products so they retain their good quality and remain safe to eat

O. Food Preparation Techniques (continued)

--MILK

After completion of this unit, the student should be able to:

1. Identify the kinds and forms of milk and milk products available
2. Recognize the contribution of milk to the daily diet
3. Follow basic principles and methods in preparing and serving milk and milk products to conserve food value and flavor and to result in food products that look and taste good
4. Prepare and sample food products in which milk is used alone or as an ingredient
5. Give the care necessary for the different forms of milk and milk products to conserve their nutrients and flavor
6. Prepare a milk product
7. Identify terms related to milk

--CHEESE

After completion of this unit, the student should be able to:

1. Identify the kinds and forms of cheeses and cheese products available and select the best cheese for a particular use
2. Follow basic principles and methods for preparing and serving cheese dishes that look and taste good
3. Prepare and sample cheese products suitable for different tastes, needs, and eating situations
4. Give cheese the care necessary to preserve its texture, taste, and appearance
5. Identify terms related to cheese

--DESSERTS

After completion of this unit, the student should be able to:

1. Plan a variety of nutritious desserts
2. Prepare a dessert
3. Identify terms related to desserts

--CAKES AND FROSTINGS

After completion of this unit, the student should be able to:

1. Classify cakes as being either butter cakes or sponge cakes
2. Identify the types, kinds, and forms of cakes available in the market
3. Describe the functions of the ingredients in cakes and frostings
4. Apply basic principles when baking and frosting cakes
5. Demonstrate, for both butter and sponge cakes, how to prepare pans and place in oven, test cake for doneness, cool finished cake
6. Bake, frost and sample a butter and sponge cake
7. Identify terms related to cakes and frostings

--COOKIES

After completion of this unit, the student should be able to:

1. Identify the types, kinds, and forms of cookies available in the markets
2. Recognize that some cookies are more nutritious than others
3. Apply basic principles when baking cookies
4. Demonstrate how to prepare and store cookies
5. Prepare different types of cookies
6. Identify terms related to cookies
7. Identify reasons for problems with cookies

--PASTRIES

After completion of this unit, the student should be able to:

1. Recognize the different kinds and forms of pastry
2. Follow basic principles to prepare and serve a pastry product
3. Identify terms related to pastry products
4. Care for pastry products
5. Prepare a pastry product

--CANDIES

After completion of this unit, the student should be able to:

1. Identify candies as crystalline or noncrystalline types, and explain their characteristics
2. Understand the functions of the ingredients in making candy
3. Follow basic principles and methods in preparing and storying each type of

O. Food Preparation Techniques (continued)

--CANDIES (continued)

4. Identify terms related to candy making
5. Prepare candy

--FATS AND OILS

After completion of this unit, the student should be able to:

1. Identify the kinds and forms of fats and oils
2. Consider health factors when choosing and using specific fats and oils
3. Know the main functions of fats and oils in food preparation
4. Know the nutritional importance of fats
5. Follow basic principles and methods in using fats and oils
6. Give fats and oils the care necessary to retain their quality
7. Identify terms related to fats and oils

--BEVERAGES

After completion of this unit, the student should be able to:

1. Classify types of beverages suitable for different uses, and identify the different forms of each beverage available
2. Use basic principles and proper procedures to prepare, serve and store beverages
3. Identify terms related to beverages

--PRESERVING FOODS AT HOME

After completion of this unit, the student should be able to:

1. Identify reasons for preserving foods
2. Identify the methods appropriate for preserving different kinds of foods
3. Compare the keeping time, quality, and use of foods preserved by different methods
4. Identify terms related to food preservation
5. Follow basic principles in preserving and caring for food to conserve nutrients and quality and to produce products that are palatable and safe to eat
6. Follow recommended procedure in handling preserved foods that show signs of spoilage
7. Preserve foods
8. Identify reasons for problems in preserving

P. Cooking for Convenience

After completion of this unit, the student should be able to:

1. Use convenience foods creatively
2. Read labels to evaluate the nutrient content of convenience foods
3. Decide when to use convenience foods and when to make foods from recipes
4. Compare a convenience food with a food made from a recipe
5. Identify terms related to convenience food preparation
6. Select and use equipment designed to prepare or cook foods faster

Q. Food for the Outdoors

After completion of this unit, the student should be able to:

1. State the importance of planning for a picnic, barbecue, or backpacking expedition
2. Plan a menu for a picnic, a barbecue, and a hike
3. Recognize dangerous practices when picnicking or cooking out

R. Cooking with a Flair

After completion of this unit, the student should be able to:

1. Recognize the uses of different spices
2. Discuss the importance of spices and herbs in cooking
3. Garnish food attractively
4. Add interest to meals by using appetizers and relishes
5. Identify terms related to cooking with a flair

S. Food for Special Occassions

After completion of this unit, the student should be able to:

1. Plan and organize special occasion get-togethers
2. Describe what to expect at formal occasions, such as receptions or teas
3. Select and package an appropriate food gift
4. Identify terms related to special occasions

T. Careers in Food and Nutrition

After completion of this unit, the student should be able to:

1. Describe at least three professional careers in foods and nutriton
2. Name the four areas of work within the food-service industry and describe their entry-level jobs and career potentials
3. Identify terms related to the food industry and its careers

HOUSING AND HOME FURNISHINGS - OUTLINE

Grade: 10-12
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To give housing students a broad overview of the information they will need to plan, build and decorate a home.

I. Fundamentals of Housing
   A. Selecting housing
   B. Types of housing
   C. Human needs

II. Evaluating Floor Plans
   A. Circulation patterns
   B. Types of house drawings
   C. Symbols used in plans and drawings

III. Living Areas
   A. Rooms and activities
   B. Judging appropriateness

IV. Sleeping Areas
   A. Types of bedroom plans
   B. Furniture arrangement
   C. Bathroom types and concerns

V. Service Areas
   A. Work triangle
   B. Laundry facilities
   C. Basement plans
   D. Garage, carport and service entries
   E. Special purpose rooms and storage units

VI. Design
   A. Elements of design
   B. Principles of design
   C. Color
   D. Use of elements and principles

VII. Construction Materials
   A. Wood, masonry, and concrete
      1. Characteristics of different woods
      2. Wood finishes
      3. Masonry materials
      4. Uses of concrete
   B. Metals, glass, ceramics and plastics
      1. Properties of metal, glass, ceramics and plastics
      2. Uses in housing
   C. Textiles
      1. Natural and manufactured
      2. Uses
      3. Fabric construction

VIII. Furniture Styles
   A. Features of different time periods
   B. Combining furniture styles

IX. Furniture Construction and Selection
   A. Types of woods used
   B. Evaluating construction
   C. Methods and materials used in upholstered furniture

X. Walls
   A. Basic construction
   B. Wall treatments

XI. Floors
   A. Materials and construction methods
   B. Flooring materials and coverings
   C. Maintenance

XII. Ceilings and Roofs
   A. Construction methods and materials
   B. Styles

XIII. Windows and Doors
   A. Types
   B. Construction and placement
   C. Treatments

XIV. Stairs and Halls
   A. Shapes
   B. Safety
   C. Evaluating

XV. Lighting
   A. Types
   B. Fixtures
   C. Evaluating

XVI. Electrical and Plumbing Systems
   A. Components of the wiring system
   B. Evaluate a plumbing system

XVII. Climate Control, Fireplaces, and Stoves
   A. Various heating and cooling systems
   B. Solar heat
   C. Fireplace and stove construction

XVIII. Energy Conservation
   A. Energy efficiency
   B. Appliance efficiency
   C. Alternative energy sources

XIX. Exterior Design
   A. Features of different house styles
   B. Advantages and disadvantages of each style

XX. Landscaping
   A. Characteristics and functions
   B. Elements of landscaping

XXI. Remodeling
- A. Considerations
- B. Types
- C. People involved

XXII. Presenting Housing Ideas
- A. Presentation methods
- B. Types of drawings

XXIII. Careers in Housing

HOUSING AND HOME FURNISHINGS

Grade: 10-12
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To give housing students a broad overview of the information they will need to plan, build, and decorate a home.

Teaching Techniques: Supervised study, questioning and discussion
Hands on experience
Field trips
Tours and guest speakers
Handouts
Demonstrations

Outline and Specific Learning Objectives:

A. Fundamentals of Housing
After completion of this unit, the student should be able to:
1. Describe physical factors outside the house which affect housing choices.
2. Explain the relationship between lifestyle and housing choices.
3. Describe the seven main types of housing.
4. Compare the strengths and weaknesses of the different types of houses.
5. Identify the human needs which housing can help fulfill.

B. Evaluating Floor Plans
After completion of this unit, the student should be able to:
1. Map a circulation pattern and evaluate its quality.
2. Identify the specific activities and areas involved in family circulation, work circulation, service circulation, and guest circulation.
3. Determine the utility of a floor plan in relationship to a family's needs.
4. Identify the seven types of drawings included in a set of house plans and explain their purposes.
5. Interpret the symbols on a plot plan, foundation/basement plan, floor plan, exterior elevation, electrical plan and construction detail drawing.

C. Living Areas
After completion of this unit, the student should be able to:
1. List the rooms and activities involved in the living areas of a house.
2. Judge the appropriateness of a living room for a family according to its location, size and arrangement.
3. Identify a dining room that meets the size and location needs of a specific family.
4. Recognize various types of entryways according to purpose and location.
5. List possible uses and styles of patios, porches, and courts.

D. Sleeping Areas
After completion of this unit, the student should be able to:
1. Describe the two main types of bedroom plans.
2. Recognize a well-designed bedroom.
3. Arrange bedroom furniture in a style that is attractive and functional.
4. List the three main types of bathrooms and the fixtures they include.
5. Recognize the need for special features in the bathroom due to heat and moisture.

E. Service Areas
After completion of this unit, the student should be able to:
1. Describe the three centers of the work triangle, and plan an efficiently arranged kitchen using any of the six common floor plans.
2. Evaluate the efficiency of a laundry facility, considering its location and layout in relationship to lifestyle of the household.
3. List possible uses and layouts of the basement.
4. Determine the best location on a floor plan for a garage or carport and for service entries.
5. List types and uses of special purpose rooms and storage units.

F. Design

After completion of this unit, the student should be able to:

1. Describe the various uses and effects of line, form, texture, and color.
2. List the elements and principles of design.
3. Evaluate a color according to hue, value, and intensity.
4. Use a color wheel to plan various color schemes.
5. Evaluate a room design according to its proportions, balance, emphasis, and rhythm.
6. Use the elements and principles of design to plan a room design with appropriateness and unity.
7. Evaluate the selection and placement of functional and decorative accessories according to the elements, principles, and goals of design.

G. Construction Materials

Wood, Masonry, and Concrete

After completion of this unit, the student should be able to:

1. List the major characteristics and uses of hardwoods and softwoods.
2. Identify the various kinds of wood materials used in residential housing.
3. List the main types of wood finishes, and describe their characteristics and uses.
4. List and describe the main types of masonry materials used in residential housing.
5. Describe the characteristics and uses of concrete, and list types of decorative finishes that can be applied to concrete.

Metals, Glass, Ceramics, and Plastics

After completion of this unit, the student should be able to:

1. List the main properties and housing applications of iron, steel, aluminum, copper, brass, bronze, and lead
2. Describe the main properties of glass, and list the different types of glass products that are used in housing.
3. List the main properties and housing applications of ceramics.
4. Identify plastic products used in housing.

Textiles

After completion of this unit, the student should be able to:

1. Describe the origins, qualities, and uses of natural and manufactured fibers.
2. Evaluate a yarn in terms of the method used to create it and its advantages, disadvantages, and uses.
3. Describe the various types of fabric construction in terms of the methods used to produce them, their quality, and their uses.
4. Evaluate the appropriateness of a fabric for a specific use within the home.

H. Furniture Styles

After completion of this unit, the student should be able to:

1. List the distinguishing features of furniture from the Late Renaissance, Baroque, Regency, Rococo, Neoclassic, Directoire, and Empire periods in France.
2. Describe furniture of various styles form the Early, Middle, and Late Renaissance periods in England.
3. List the distinguishing features of the furniture of Chippendale, Hepplewhite, Sheraton, and the Adam brothers.
4. Describe the differences between Early American, American Georgian, and Federal furniture.
5. List and describe the regional styles of furniture in America.
6. list the main features of furniture in the 20th century styles.

I. Furniture Construction and Selection

After completion of this unit, the student should be able to:

1. List and describe the types of woods used in furniture construction.
2. Evaluate the type and quality of a furniture joint.
3. Describe the methods and materials used in the construction of upholstered furniture.
4. List ways in which metals and plastics are used in furniture.
5. Evaluate the usability of furniture according to its quality, cost, style, size, and maintenance requirements.

J. Walls

After completion of this unit, the student should be able to:

1. Describe the basic construction techniques used in building frame, masonry veneer, and masonry walls.
2. Evaluate the appropriateness of an exterior wall in relationship to its style, maintenance requirements, and ability to withstand weather conditions.
3. List and describe various types of wall treatments.
4. Choose a wall treatment that is appropriate for both the function and decoration of a setting.

K. Floors

After completion of this unit, the student should be able to:

1. Describe the materials and construction methods used to make concrete floors and wood frame floors.
2. Describe the construction methods used in laying flooring materials and floor coverings.
3. Describe the appearance, texture, and maintenance requirements of various flooring materials and floor coverings.
4. Evaluate the appropriateness of a floor treatment for a room according to principles of function and design.

L. Ceilings and Roofs

After completion of this unit, the student should be able to:

1. Describe the construction methods and materials used to build a roof.
2. Evaluate ceiling surface materials according to their ease of placement, cost, and treatment requirements.
3. Explain how a roof is constructed and identify the major parts of the roof.
4. Identify the style of a roof.
5. List and describe various types of roofing materials.

M. Windows and Doors

After completion of this unit, the student should be able to:

1. List standard types of windows available for residential use, and cite their advantages and disadvantages.
2. Evaluate the quality of a window's construction in terms of appearance, function, and insulative value.
3. Select and place windows in a home so that optimum lighting, ventilation. privacy, and appearance is achieved.
4. List and describe various types of window treatments.
5. Distinguish among various types of doors by their appearances and methods of operation.
6. Describe the construction of a door.
7. List possible treatments for interior and exterior doors.
8. Identify terms related to the construction of windows and doors.

N. Stairs and Halls

After completion of this unit, the student should be able to:

1. Describe the six basic design shapes used for stairways, and evaluate their appropriateness for various applications.
2. Evaluate a stairway in terms of comfort and safety.
3. Apply basic design principles to the choice of stairway treatments.
4. Evaluate a hallway in terms of function, durability, and decoration.

O. Lighting

After completion of this unit, the student should be able to:

1. Explain how natural light can be used to enhance the decor of a home.
2. List the advantages and disadvantages of incandescent and flourescent light.
3. Explain the difference between general lighting, local lighting, and accent lighting, and list types of fixtures which can be used to create each type of lighting.
4. Evaluate the appropriateness of lighting sources for the activities of the room.

P. Electrical and Plumbing Systems

After completion of this unit, the student should be able to:

1. List the three main components of the wiring system and explain how they operate.
2. Evalate the adequecy of a wiring system in relationship to a household's needs.

3. Trace the flow of the water supply system into and out of the house, explaining the functions of its various components.
4. Evaluate a house's plumbing system according to basic guidelines for planning a system.

Q. Climate Control, Fireplaces, and Stoves

After completion of this unit, the student should be able to:

1. Evaluate the level of climate control in a house by determining the number and type of climate control devices in the house.
2. Describe the operations of various heating and cooling systems.
3. List the components and structural considerations involved in using solar heating systems.
4. Describe the construction of fireplaces and stoves, and explain how they can heat a room.

R. Energy Conservation

After completion of this unit, the student should be able to:

1. Evaluate the energy efficiency of a home according to its orientation, insulation, construction, and site.
2. Evaluate the efficiency of an appliance by using Energy Guide labels and by checking for energy saving features.
3. List the advantages and disadvantages of using solar or wind energy for a home energy supply.
4. List ways that computers can be used to decrease home energy consumption.

S. Exterior Design

After completion of this unit, the student should be able to:

1. Identify the distinguishing features of the traditional styles of homes.
2. Describe the designs of ranch and split level homes, and list their advantages and disadvantages.
3. Identify the main purpose of a contemporary design, and list its design features, advantages and disadvantages.

T. Landscaping

After completion of this unit, the student should be able to:

1. Describe physical factors outside the house which affect housing choices.
2. List the main characteristics and functions of grass, ground covers, trees, shrubs, and vines.
3. Name and describe other types of elements within a landscape and explain why they might be used.
4. List the activities required to plan a landscape.
5. Evaluate the quality of a landscape according to the elements and principles of design.

U. Remodeling

After completion of this unit, the student should be able to:

1. List the reasons that people remodel and the factors that they should consider before beginnning a remodeling project.
2. Compare the four main types of remodeling according to cost, complexity, and time required.
3. Evaluate the remodeling needs of a family and select and appropriate type of remodeling.
4. Explain the role of the family, interior designer, the architect, and the contractor in remodeling.

V. Presenting Housing Ideas

After completion of this unit, the student should be able to:

1. Explain how presentation methods can help the design professional communicate ideas.
2. List the seven types of drawings used to present design ideas and describe how each is used in clarifying a design.
3. Describe how presentation boards, models, and slides can help a client visualize a finished project.

W. Careers in Housing

After completion of this unit, the student should be able to:

1. List various career options withing the housing field.
2. Compare the duties and educational requirements of various occupations related to housing.

SINGLE SURVIVAL - OUTLINE

Grade: 12
Prerequisite: Senior Standing
*Has not taken Freshman Homemaking, Foods, Clothing I or II
Credit: 1/2
Length: 1 semester

Overall Objective: To provide students with introductory experiences in all areas of home econmics which are designed to help prepare students for multiple roles as individuals, family members, and job-holders in today's society.

I. Getting Yourself Together
   A. Study skills
   B. Knowing yourself
      1. Career selection
      2. Personality traits
      3. Work skills
      4. Goal setting
   C. Decision making skills

II. Relating to Others
   A. Relating to the family
      1. Family structures
      2. Stages of the family
   B. Relating to friends
      1. Formation of friendships
      2. Degrees of friendship
   C. Building relationships and making committments
      1. Elements of successful relationships
      2. Types of committments
      3. Adjustments in relationships

III. Earning and Managing Money
   A. Finding and keeping a job
      1. Types of salaries
      2. Job interviewing
      3. Resume writing
      4. Job applications
      5. Income forms and taxes
   B. Money management
      1. Budgets
      2. Banking services
      3. Checking and savings accounts
   C. Using credit
      1. Credit rating
      2. Credit card application
      3. Types of credit
   D. Financial planning
      1. Insurance
      2. Savings plans
      3. Interest
      4. Investing

IV. Eating Right
   A. Nutrition
      1. Essential nutrients and food sources
      2. RDA
      3. Food groups
      4. Calories

B. Weight control
   1. Metabolism
   2. Underweight, overweight and eating disorders
   3. Vegetarianism
   4. Food myths
C. Purchasing food
   1. Advertising
   2. Label reading, unit pricing, cost-per-serving
   3. Dating
   4. Food quality
   5. Food storage
D. Kitchen and food safety
   1. Handling food
   2. Handling kitchen equipment and appliances
   3. Kitchen clean-up
   4. First aid
   5. Fire extinguisher use
E. Furnishing a kitchen
   1. Work areas
   2. Using appliances
   3. Selection of appliances and equipment
F. Food preparation and service
   1. Measuring
   2. Recipe use
   3. Abbreviations and equivalents
   4. Planning and preparing a meal
G. Eating out
   1. Menu terms
   2. Restaraunt manners

V. Getting Around
A. Transportation alternatives
   1. Factors affecting selection
   2. Costs
   3. Financing
   4. Leasing
B. Insuring a car
   1. Types of insurance
   2. Terms relating to insurance
   3. Factors affecting insurance premiums
   4. Reasons for cancellation
   5. Responsibilities in case of accidents
C. Car maintenance program

VI. Making a Home
A. Readiness for independent living
   1. Maturity
   2. Financial and time management
   3. Renting vs owning a home
   4. Budgeting
B. Selecting a place to live
   1. Factors involved
   2. Classified ads
   3. Rental leases or agreements
   4. Restrictions and provisions of a lease

C. Furnishing an apartment or room
    1. Design elements and principles
    2. Room appearance
    3. Maintenance
D. Other concerns
    1. Landlord/tenant rights
    2. Insurance

VII. Legal Right and Responsibilities
A. The law and individual rights
    1. Legal terms
    2. Contract terms
B. Legal responsibility
    1. Types of express, implied, bilateral and unilateral contract
    2. Terminating marriage
    3. Divorce settlements
    4. Wills and estates
C. Product complaints
    1. Warranties and guarantees
    2. Steps to follow in complaints

VIII. Taking Care of Your Health
A. Components of good health
    1. Stress
    2. Appearance
    3. Nutrition and exercise
B. Maintaining good health
    1. Substance abuse
    2. Addiction
C. Caring for health and safety
    1. Cleanliness and hygiene
    2. Physical check-ups
    3. Immunizations
    4. Physical fitness program
    5. Accident or emergency situations
D. Getting and paying for health care
    1. Types of medical and dental specialists
    2. Medical costs
    3. Health insurance coverages
    4. Insurance terms

IX. Clothing
A. Expresses personality
    1. Clothing as communication
    2. Selecting clothing
    3. Dressing for specific occasions
    4. Basic elements of clothing design
B. Wardrobe planning
    1. Purchasing clothing
    2. Cost of clothing
    3. Fiber characteristics
    4. Reading labels

X. Taking Care of Clothing
A. Laundering methods
    1. Sorting and inspecting
    2. Stain removal
    3. Laundry aids
    4. Using automatic washers and dryers
    5. Dry-cleaning

B. Pressing and ironing

XI. Sewing Tools and Construction
- A. Pattern and fabric selection
- B. Reading pattern envelopes, catalogs and instructions
- C. Selecting pattern size
- D. Equipment use
- E. Safety
- F. Construction of a garment

SINGLE SURVIVAL

Grade: 12
Prerequisite: Senior Standing
*Has not taken Freshman Homemaking, Foods, Clothing 1 or 2
Credit: 1/2
Length: 1 semester
Expense: some

Overall Objective: To provide students with introductory experiences in all areas of home economics which are designed to help prepare students for multiple roles as individuals, family members, and job-holders in today's society.

Teaching Techniques: Supervised study, questioning and discussion
Lecture
Hands on experience
Demonstrations
Tours and guest speakers
Handouts

Outline and Specific Learning Objectives:

A. Getting Yourself Together - 1 week
After completion of this unit, the student should be able to:
1. Develop a study skills plan suitable to his/her needs and ability
2. Develop skills that will help them to get to know themselves better -
   a. List some of the things people should know about themselves in order to make knowledgeable decisions
   b. Recognize that being on their own means having a job and supporting themselves
   c. Describe why and in what ways knowing one's self is important in job decisions
   d. Discuss how attitudes and personal preferences influence career selection
   e. Identify terms relating to job selection
   f. Define introvert and extrovert
   g. Describe how personality traits relate to job satisfaction
   h. Describe and determine their own personality traits
   i. Discuss their own personalities, strengths, and weaknesses, relating them to career hopes and potentials
   j. Identify terms related to work skills
   k. Describe the difference between the outlooks of an optimist and a pessimist
   l. Analyze their own outlooks toward situations
   m. Discuss how attitudes toward atuthority relate to school, jobs, and future careers
   n. Explain the need for setting priorities for goals
   o. List some personal short-term goals and long-terms goals
   p. Identifv terms related to outlook and attitude
3. Develop decision making skills -
   a. Follow the desicion-making process to make a decision
   b. Describe the different ways decisions are made
   c. List the steps in the decision making process

B. Relating to Others - 1 week
After completion of this unit, the student should be able to:
1. Devlop skills for relating to the family -
   a. Describe immediate and extended families
   b. Define nuclear family
   c. Describe various types of family structures
   d. Describe the changes that come about in family patterns and give reasons for them
   e. Discuss stages in family relationships
   f. Define terms related to family structures

2. Develop skills for relating to friends -
   a. Discuss as considerations in the formation of friendships:
      -Matching or complementary personality traits
      -Matching interests
      -Mutual trust and mutual need
   b. Describe various degrees of friendships
   c. Identify terms relating to friendships
3. Develop skills to build relationships and make commitments -
   a. Identify the elements necessary for a successful relationship
   b. Explain the factors the contribute to the success of a relationship
   c. Describe different types of relationships a person may have and how these relationships may change through the years
   d. Discuss the various commitments people may make during their lifetimes
   e. Discuss dating and the possible commitments it may involve
   f. Explain some of the special adjustments and commitments people must make to share living accommodations successfully
   g. Discuss possible commitments to siblings, friends, teachers, and employers
   h. Describe traits that they would want in roommates

C. Earning and Managing Money - 2 weeks
After completion of this unit, the student should be able to:
1. Develop skills to find and keep a job -
   a. List different methods that salary is calculated on
   b. Discuss self-employment, including advantages and disadvantages, problems, possible risks, and satisfactions
   c. Discuss the commitments an employee makes to an employer and visa-versa.
   d. Identify terms related to entering the job market
   e. List places where job openings may be found
   f. Explain how to telephone for a job interview
   g. Discuss the steps in getting ready for a job interview
   h. Prepare a personal resume for a job
   i. Fill out a job application form
   j. Describe the various levels of authority and responsibility in businesses
   k. Define gross income, deduction, exemption, and net income
   l. Identify a W-4 form, a W-2 form
   m. Define FICA
   n. Discuss the importance of keeping income and expense records for taxes
2. Develop skills to manage money -
   a. Explain advantages of making and keeping to a budget
   b. Make up a personal budget for a specific time
   c. Discuss problems that can occur in following a budget and their possible solutions
   d. Discuss checks, checking accounts, and their advantages and disadvantages
   e. Fill out a deposit slip
   f. Make out a check
   g. Balace a checkbook with the bank statement
   h. Explain different types of check endorsements
   i. Identify terms related to money management and banking
3. Devlop skills to use credit -
   a. Explain what a credit rating is and the advantages of a good one
   b. Fill out a sample credit card application
   c. Describe the different types of credit cards and legal protection afforded borrowers
   d. Define terms related to credit
4. Develop an understanding of financial planning
   a. Describe various types of insurance and the reasons they are needed
   b. Explain the purpose and importance of financial planning
   c. Describe various savings plans available to the student
   d. Explain how interest computed
   e. Explain the advantages of early financial planning for future investment
   f. List various ways of investing money
   g. Define terms related to insurance and saving and investing money

D. Eating Right - 5 weeks

After completion of this unit, the student should be able to:

1. Define nutrients and explain how each of the six essential nutrients is used by the body
   a. List foods that are good sources for each of the six essential nutrients
   b. Define calorie
   c. Explain the meaning of the word diet
   d. Define amino acids; tell what they do for the body and the foods that supply them
   e. Tell what sugars, starches, and cellulose or fibers are, what they do for the body, and foods that supply them
   f. Tell what saturated fats, polyunsaturated fats, and cholesterol are, the effects of each on the body, and foods that contain them
   g. Explain the difference between fat and water soluable vitamins
   h. Tell what vitamins A,B,C,D,E, and K do for the body and name some foods that are good sources of each
   i. Tell how the minerals calcium, phosphorous, sodium, potassium, iron, iodine, and zind are used by the body and name good food sources for each
   j. Explain Recommended Dietary Allowances
   k. Explain why people have differenct nutrient requirments and why they change at different ages
   l. List the five food groups and tell how a person's diet should be balanced for good health
   m. Analyze foods eaten for nutrient and calorie content and compare that with caloric expenditures
   n. Define terms related to nutition
2. Devlop a plan for weight control
   a. Define metabolism and the relationship between calories and weight
   b. Determine his or her own daily calorie and protein needs
   c. Explain why crash diets don't work and are harmful
   d. Describe bulimia and anorexia nervosa
   e. Identify empty-calorie foods
   f. Explain the importance of how and when a person eats
   g. Define vegetariansim and describe its possible dangers
   h. Discuss some of the more common food myths
   i. Define terms related to weight control
3. Devlop skills in purchasing foods
   a. Compare prices and values in food advertisements
   b. Read food labels and compare nutritional values
   c. Become a conscientious label reader
   d. List the four types of open dating and the foods on which they are used
   e. Discuss how to determine the freshness and quality of produce
   f. Describe the different milk products
   g. Explain the value of cheese in the diet and how cheese may be selected
   h. Explain meat grading and cuts
   i. List and describe the different types of red meat, poultry, and processed meat
   j. Discuss the different types of fish and their nutritional values
   k. Explain how to judge the quality and freshness of fish and meats
   l. Discuss the purchasing of eggs
   m. Explain how to keep foods safe during and after shopping and after they are stored at home
   n. Prepare foods from each of the food groups
   o. Define terms related to purchasing and storing food
   p. Discuss the different types of flours and cereal products
4. Develop skills for kitchen and food safety
   a. Discuss sanitary handling of foods to prevent contaminiation
   b. Define different types of food poisoning, the symptoms and ways to prevent them
   c. List precautions that should be taken to prevent burns and fires

d. Describe steps in cleaning up and washing dishes and utensils
e. List precautions that should be taken to prevent cuts, falls and bruises, and poisoning
f. Describe first-aid procedures for the above
g. Identify the location of fire extinguishers in the room
h. Discuss handling and storage for each of the food groups

5. Describe how to furnish a kitchen
   a. Organize a kitchen into work areas
   b. List essential major appliance and how to correctly use them
   c. Describe quality checks that should be made when purchasing an appliance
   d. List materials used for utensils , their advantages and disadvantages
   e. List essential tools for food preparation
   f. List essential kitchen supplies
6. Develop skills in food preparation and service
   a. Demonstrate how to correctly measure ingredients:
      Measure flour
      Measure brown sugar
      Measure liquid
      Measure shortening
      Measure small amounts of ingredients
   b. Identify measuring utensils
   c. Match terms associated with using a recipe to the correct definitions
   d. Write recipe abbreviations used for weights, measures, time, and oven temperature
   e. Use a recipe
   f. Demonstrate reducing and increasing recipe amounts
   g. Demonstrate skills in planning and preparing a meal
7. Identify terms used in restaurants menus
   a. Describe how to order and pay for a meal in a restaurant
   b. List manners that should be followed when eating in a restaurant

E. Getting Around - 1 week

After completion of this unit, the student should be able to:

1. Identify transportation alternatives -
   a. Analyze factors affecting the selection of transportation alternatives, including distance, length, time, cost, frequency, and convenience
   b. List the costs of owning and operating an automobile
   c. Identify sources for reliable information about specific cars
   d. Discuss their requirements for an automobile
   e. Define rate of depreciation
   f. Explain financing and four sources available to a car buyer
   g. Calculate the interest for a car loan and the total purchase price of a car
   h. Discuss two advantages of car leasing as opposed to purchasing
   i. Explain the different types of leasing available
   j. Identify terms related to transportation
   k. Compare costs of different transportation alternatives
2. Identify reasons for insuring a car -
   a. Describe types of damages for which a person may be legally required to pay
   b. Explain collision insurance coverage
   c. Define deductible and premium and explain how the size of deductible affects the cost of insurance
   d. Describe the kinds of losses covered by comprehensive insurance
   e. Explain the reasons for no-fault insurance laws and describe how they work
   f. Identify two kinds of insurance coverages that are essential
   g. Discuss factors that affect the size of auto insurance premiums, including rating territories, driver classification, individual driving record, year, make and model of vehicle, limits of vocerage, amount of deductible and special discounts
   h. Describe what to look for in selecting insurance coverage and companies
   i. Identify reasons a company can cancel your policy
   j. State what a person is legally required to do in the event of an accident
   k.

k. Define terms related to car insurance

3. Describe a maintenance program for the car

F. Making a Home - 1 week

After completion of this unit, the student should be able to:

1. Identify readiness for independent living -
   a. State criteria for determining the emotional maturity and self-sufficiency necessary for living on one's own
   b. State criteria for determining money and time management ability for living on one's own
   c. Make up a budget for living on one's own
   d. Discuss the advantages and disadvantages of rental and ownership of a dwelling
   e. State some of the costs involved in renting an apartment
   f. State factors that affect the rental or purchase price of a dwelling
   g. Identify terms related to renting and buying a dwelling
   h. Compare advantages and disadvantages of renting and buying different types of homes.
2. Discuss ways to select a place to live
   a. List facilities or factors involved indeciding on a location
   b. State factors, in order of importance, that will determine their own choice of location
   c. Discuss ways to look for a place to live
   d. Read and explain a classified ad for an apartment rental
   e. List questions to ask when inquiring about an apartment rental
   f. State items that should be included in a rental lease or agreement
   g. State provisions that should be avoided in a rental lease or agreement
   h. Read a rental lease or agreement and discuss its restrictions and provisions
   i. Identify terms found in a rental lease or agreement
3. Discuss alternatives for furnishing an apartment or a room
   a. List the design elements that should be considered when furnishing a room
   b. Discuss how each of the design elements (space, shape, color, lines, textue, and iight) affect the appearance of a room
   c. Organize tasks for keeping a room or apartment clean
   d. Discuss ways to make an apartment or room seem smaller or larger
   e. Identify terms related to designing and decorating a room
4. Discuss other concerns of the home
   a. Discuss landlord/tenant rights
   b. Discuss types of insurance for homes

G. Legal Rights and Responsibilities - 1 week

After completion of this unit, the student should be able to:

1. Discuss aspects of the law related to individual rights
   a. Explain the difference between criminal and civil codes
   b. Define misdemeanor and felony crimes
   c. Define statutory law, statutes, and ordinances
   d. Define breach of contract and damages
   e. Define bankruptcy, creditors, trustee, liquidate, and assets
   f. Define terms related to contracts and the criminal justice system
2. Discuss legal responsibility and how it relates to the rights of the individual
   a. Define and give examples of express, implied, bilateral and unilateral contracts
   b. Discuss legal rights of partners in a marriage and community property laws
   c. List and discuss three legal procedures by which a marriage may be terminate annulment, separation, and divorce
   d. List some of the most common grounds for divorce
   e. Explain property, spousal support, child support, and child custody as part of a divorce settlement.
   f. Explain the purpose of a will and the difference between oral and written
   g. Define other terms related to wills, divorce, and estates

3. List the steps to follow when you have a complaint about a product
   a. Discuss express, implied, and limited warranties
   b. Describe the differences between warranties and guarantees
   c. Define collateral
   d. Describe how a person should go about making a verbal complaint, including t steps that should be taken, the types of papers that can be used to support complaint, and the attutude one should have in making a complaint
   e. Explain what should be included in a letter of complaint to a store or manufacturer
   f. Discuss how a consumer agency or a consumer-aid reporter can help when a company does not respond to a complaint

H. Taking Care of Your Health - 1 week
After completion of this unit, the student should be able to:
1. Identify components of good health
   a. Explain how good health influences good looks
   b. Describe the signs of good physical and mental health
   c. Discuss the relationship between stress and health
   d. Discuss possible solutions for stress and tension
   e. Explain the effect of emotions on a person's physical and mental health
   f. Define terms related to health
2. Identify ways to maintain good health
   a. Define substance abuse, dependence, and addiction
   b. Discuss physical and psychological addiction
   c. Discuss alcohol and nicotine abuse and their possible health consequences
   d. Discuss drug use and abuse and the dangers involved in abuse
   e. Define terms related to alcohol, drug, and tobacco use
3. Identify factors in caring for your health and safety
   a. Recognize the importance of personal cleanliness and hygiene
   b. List and discuss the specific physical checks that a person should have regularly at various ages
   c. Name the immunizations required or recommended for everyone
   d. List some of the benefits of a physical fitness program
   e. Describe the signs in an accident or emergency situation that indicate immediate medical help is required
4. Identify ways to get and pay for health care
   a. Describe the various types of medical and dental specialists
   b. Explain primary, secondary, and tertiary medical care
   c. Discuss types of medical costs for which a person or family should be prepared to pay
   d. Discuss various types of health insurance coverage
   e. Explain such insurance terms as deductible, co-insurance, major medical eligibility, catastropic limit, and extension of coverage

I. Making a Statement About Yourself with Clothing - 5 weeks
After completion of this unit, the student should be able to:
1. Discuss how clothing expresses your personality
   a. Explain how clothes serve as a means of communication
   b. Define conformity and explain how social expectations affect clothing choice
   c. Discuss appropriate dress for different occassions
   d. State personal physical features to consider in making clothing choices
   e. Describe proper dress for a job interview
   f. Discuss the four basic elements of clothing design: texture, pattern, color and line
   g. Describe how a person may alter his/her visual appearance with clothing
2. Evaluate thier own wardrobe needs and make up wardrobe plans
   a. List several features to check for in buying clothing
   b. Define impulse buying and describe how it can be avoided
   c. Describe three factors to consider in the cost of clothing

d. Describe ways to determine clothing quality
e. Identify natural and synthetic fibers and how they affect clothing performance
f. Explain the information on clothing labels

3. Explain procedures for taking care of clothing -
   a. Give reasons for sorting clothes befoe laundering and list typical sorting groups
   b. Explain proper clothing handling at the end of the day
   c. Give reasons for removal of stains as soon as possible
   d. Discuss how and why some clothing should be hand-washed
   e. Discuss machine laundering, including water temperatures, laundry aids, and wash cycles
   f. Discuss the effect of different drying cycles and techniques on clothing
   g. Discuss correct ways to iron clothes
   h. Identify types of clothing that should be dry-cleaned
   i. Identify the steps in inspecting clothes for laundering
   j. Define words related to clothing care and cleaning
4. Demonstrate a knowledge of sewing tools and construction
   a. Match terms associated with pattern and fabric selection to the correct definitions
   b. Distinguish between information found on front and back of the pattern envelope
   c. Determine pattern type and size
   d. Select pattern and fabric yardage
   e. Demonstrate equipment use
   f. Demonstrate how to correctly thread the machine
   g. Demonstrate how to correctly wind the bobbin
   h. Demonstrate a knowledge of the machine parts
   i. Demonstrate the ability to:
      1. layout and cut the pattern
      2. mark the pattern
      3. follow sewing instructions
      4. sew on buttons
      5. mend rips and tears
      6. complete a garment
   j. Demonstrate safety techniques used with sewing equipment and the machine
   k. Demonstrate a knowledge of the use and care of the sewing machine

CLOTHING I - OUTLINE

Grade: 10-12
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To provide students with skills related to personal appearance; the selection, care and construction of clothing; and related careers.

I. Selecting What is Best for You
   A. Influence of clothing in day-to-day living
      1. Personality
      2. Self-concept
      3. Communication
      4. Other factors
   B. Color and design in selecting becoming clothing
      1. Emotional associations of color
      2. Color schemes
      3. Terms related to color
      4. Effect of line
      5. Elements and principles of design
   C. Being well-groomed and in good health
      1. Personal hygiene
      2. Posture
      3. Health habits (exercise, nutrition, etc.)
      4. Grooming and peers
      5. Deodorants and antiperspirants
   D. Skin care
      1. Causes of skin problems
      2. Types of skin
      3. Acne
      4. Cosmetics
      5. Shaving
      6. Terms related to skin and its care
   E. Eyes, hand and foot care
      1. Vision testing
      2. Eye-care professionals
      3. Selecting corrective lenses
      4. Contact lenses
      5. Manicures and pedicures
      6. Foot problems
   F. Hair care
      1. Hair structure
      2. Types of hair
      3. Hair styles
      4. Hair care products
      5. Hair care appliances

II. Clothing and Purchasing It
   A. Functions of clothing
      1. Physical and psychological needs
      2. Clothing inventory
      3. Planned vs impulse buying
      4. Wardrobe planning
   B. Planning an adequate wardrobe
      1. Styles, fashions, and fads
      2. Selecting for the individual
      3. Mixing and matching
      4. Hiding figure faults

C. Caring for clothing
    1. Daily, weekly and seasonal care
    2. Recycling
    3. Repairing
D. Cleaning of clothing
    1. Stain removal
    2. Washing and drying clothing in automatic machines
    3. Sorting and inspecting
    4. Laundry aids
    5. Pressing and ironing
    6. Dry-cleaning
    7. Storage
E. Being a wise consumer
    1. Consumer rights and responsibilities
    2. Hangtags
    3. Clothing outlets
    4. Points to consider when purchasing
    5. Advertising
F. Interpreting clothing labels
    1. Purposes of labeling
    2. Consumer protection laws related to clothing
    3. Reading and locating labels
G. Selecting ready to wear garments and accessories
    1. Checking construction and fit
    2. Selecting foot wear
    3. Selection and care of accessories
    4. Tie and scarf tying

III. Knowing Before Sewing
A. Textile fibers
    1. Natural and manufactured fibers
    2. History of manufactured fibers
B. Textile technology
    1. Making yarn from natural and manufactured fibers
    2. Characteristics of natural and manufactured fibers
C. Textile production
    1. Making fabrics
    2. Fabric weaves and knits
    3. Coloring fabric
    4. Textile finishes
    5. Characteristics of different fabrics
D. Sewing equipment
    1. Essential sewing equipment
    2. Equipment for cutting, marking, measuring, sewing and pressing
E. Metric system
    1. Common measurements
    2. Abbreviations
    3. Converting

IV. Starting to Sew
A. Figure types and pattern sizes
    1. Determining figure types
    2. Measurement for men and women
    3. Determining pattern size
    4. Ease

B. Patterns and pattern catalogs
    1. Reading a pattern catalog
    2. Selecting patterns and fabric
    3. Reading a pattern evelope
    4. Pattern piece symbols
    5. Pattern terms
C. Beginning to sew
    1. Testing fabric
    2. Fabric yardage
    3. Grains in fabric
    4. Layout and cutout of pattern
    5. Marking
    6. Types of seams and seam finishes
    7. Construction techniques
        a. zippers, buttons, hems, etc.
        b. using the sewing machine
        c. hand stitches

V. Careers in Clothing and Textiles

CLOTHING 1

Grade: 10-12
Prerequisite: none
Credit: 1/2
Length: 1 semester
Cost: some

Overall Objective: To provide students with skills related to personal appearance; the selection, care and construction of clothing; and related careers.

Teaching Techniques: Lecture
Supervised study, questioning and discussion
Hands on experience
Demonstrations
Guest speakers and tours
Handouts

Outline and Specific Learning Objectives:

A. Selecting What is Best for You - 5 weeks
After completion of this unit and after completion of the supportive activities the student should be able to:
1. Gain insight regarding the influence of clothing in day-to-day living
   a. Define personality and give four examples of different types of personalities
   b. Explain the difference between personality and self-concept
   c. Recognize the importance of understanding one's self-concept
   d. Discuss the influence of self-concept on the selection of clothing
   e. Give two examples to demonstrate how clothes are a silent language
   f. Describe three situations whereby a person can present a false impression
   g. Discuss the term "maturity" as a teen sees it and as a parent sees it. Cite three situations for each side
   h. Explain why a self-evaluation or analysis would be advantageous
   i. List five factors involved in being able to look as good as possible
   j. Identify two areas in which peer group pressure is evident
2. Be aware of the influence of color and design in selecting becoming clothing according to individual preferences
   a. Describe emotional associations of five different colors
   b. Draw a color wheel and correctly place the primary, secondary and intermediate colors.
   c. Give examples of four different color schemes
   d. List five factors influencing the selection of the best color for a person
   e. Identify three basic lines used in clothing design
   f. Formulate six guidelines for selection of design in clothing, in relation to body build
   g. Recognize ten terms used to describe texture in fabrics
   h. Define words related to color and design
   i. List the elements of design and the principles of design
   j. Given specifics of a person, design a garment for that person including information on color and design
3. Acquire the knowledge and develop the skills needed to assume the responsibility of being well-groomed and practice good health habits
   a. Describe the characteristics of a well-groomed person
   b. Cite ten procedures to follow in being well-groomed
   c. Summarize the important aspects of bathing as related to personal hygiene
   d. Understand the influence of good health on an attractive appearance
   e. List eight advantages of good posture
   f. Explain the importance of good health habits as related to posture, exercise, diet and sleep
   g. Describe the influence of grooming habits on relationships with peers and others
   h. Recognize personal grooming problems and develop a plan for improving grooming habits
   i. Define terms related to body, skin and hair care

i. Distinguish between deodorants and antiperspirants
j. Distinguish between figure and physique

4. Recognize factors relating to skin problems and demonstrate a knowledge of proper care of the skin
   a. List two basic causes of skin problems
   b. Identify three health practices that aid in care of the complexion
   c. Outline procedure for personal skin care program
   d. Understand three different skin types
   e. Describe use of five products designed for complexion care
   f. Evaluate promotional material for cosmetics
   g. Define terms related to acne
   h. Learn the structure of the skin and label the parts on a sketch
   i. Define dermatologist
   j. Describe correct procedures for shaving
5. Acquire the knowledge and develop the skills needed to properly care for eyes and corrective lenses; also, to care for hands and feet.
   a. Explain the meaning of vision test results
   b. List three symptoms of eye strain
   c. Describe the duties of three eye-care professionals
   d. Discuss five factors to consider in selecting corrective lenses
   e. Explain how to care for corrective lenses
   f. Explain the differences between hard and soft contact lenses
   g. List the steps in giving a manicure
   h. Explain the procedure of giving a pedicure
   i. Discuss four foot problems and give suggestions for prevention
6. Understand the significance of caring properly for the hair and to apply this knowledge in formulating a program for personal improvement
   a. Demonstrate a knowledge of hair structure by labeling a sketch and explaining the function of each part
   b. Discuss four types of hair and how to identify his or her own type
   c. Choose a method of caring for his/her hair according to the type of hair
   d. Analyze his/her best features and emphasize them thorough a selected hair style
   e. State four hair problems and methods of prevention or correction
   f. Recognize differences in hair care products
   g. List five factors to consider in selecting hair care products and appliances
   h. Demonstrate safe ways to use three hair care appliances
   i. Develop a plan of action for improving hair care and styling

B. Your Clothes and Purchasing Them - 4 weeks .
Having completed a study of this unit and experienced supportive activities, the student should be able to:

1. Identify the functions of clothing as it affects physical and psychological need and to explain the importance of planning their clothing purchases.
   a. Analyze why one chooses particular clothing
   b. Discuss three advantages of selecting garments suited to individual preference and personality
   c. Cite three factors that influence the type and number of garments needed
   d. Give five guidelines for the selection of clothing items
   e. Identify four reasons for having clothing that is seldom worn
   f. Discuss the value of a clothing inventory
   g. Distinguish between needs and wants
   h. Define the term wardrobe
   i. Discuss the disadvantages of impulse buying
2. Develop the ability to effectively plan an adequate wardrobe and to apply this knowledge in analyzing future purchases
   a. Discuss the differences among styles, fashions and fads
   b. Give two reasons why suits and coats should be considered major purchases
   c. Write a paragraph on the role of individuality as related to selecting and wearing clothing and accessories

C. Knowing Before Sewing - 3 weeks

Having completed study of this unit and experienced supportive activities, the student should be able to:

1. Be aware of the development of the textile industry and to relate this knowledge to influences on present-day living and to possiblities of the future
   a. Describe three historical findings or events related to the use of textiles
   b. List three natural fibers
   c. Outline the developments in the history of manufactured fibers
   d. Discuss five uses of textile products other than clothing
   e. Explain the importance of nylon products during World War II
2. Comprehend the complex process of textile technology from source to yarn and to apply this knowledge in selecting and caring for clothing and related products
   a. Explain the process of making yarns from natural fibers
   b. Define three individual characteristics of four natural fibers
   c. Discuss possible end uses for various fibers
   d. List the three basic steps in manufacturing fibers
   e. Name five characteristics of manufactured fibers that can be modified during production
   f. Cite eight characteristics of manufactured fibers
   g. Experiment with natural and manufactured fiber characteristics
   h. Define terms related to fiber production
3. Understand and appreciate the complex process of textile production and to use his knowledge when buying, making and caring for clothes
   a. Distinguish between spun and filament yarns
   b. Describe three methods of making fabrics
   c. Identify and simulate the three basic weaves
   d. List four weft knit fabrics
   e. Name three characteristics of each of the three basic weaves
   f. List two methods of adding color to textile products
   g. Explain ten terms which relate to textile finishes
   h. Discuss the expected performance of four fabrics according to the yarn type, fabric construction and textile finishes used to make them
4. Identify, evaluate and select small sewing equipment and understand the use and ca care of all sewing equipment.
   a. Identify essential sewing equipment by correctly labeling them
   b. Explain the difference between scissors and shears
   c. List three factors to consider in selecting measuring tools
   d. List five items of sewing equipment that are desirable but not necessary
   e. Discuss the types of sewing equipment available and justify selections
   f. Identify sewing equipment for cutting, marking, measuring, sewing, and pressing by correctly labeling them
5. Understand basic concepts of the SI metric system and to apply this knowled; to convert English measurements to metric ones
   a. Cite five examples of metric measurements being used today in the United States
   b. Discuss the four most-used units of metric measure, and explain the use of each
   c. Write the metric prefixes and units. List the symbols for each
   d. Demonstrate the techniques of converting English measurements to metric ones by giving two examples from each unit of measure
   e. Compare three body measurements using the metric and English systems
   f. List four ways metric measures are used in sewing

D. Starting to Sew - 6 weeks

Having completed study of this unit and experienced supportive activities, the student should be able to:

1. Be aware of the importance of understanding figure types and pattern sizes and to apply this knowledge in selecting patterns that will fit them
   a. List five terms used to identify figure types
   b. Explain how figure type is determined

d. Explain two ways to camouflage figure faults with accessories
e. Describe five examples of mix and match outfits
f. List six advantages of being able to sew

3. Gain insight into the value of caring for and extending the usefulness of clothing
   a. Recognize the importance of caring for clothes by devloping a personal plan for daily, weekly and seasonal care procedures
   b. Define the term 'recycling clothing"
   c. Give three characteristics of garments that can be recycled
   d. Explain ten ways of recycling garments
   e. Outline procedure for mending or patching garments
   f. Describe four ways that creativity or individuality can be expressed in repairing garments
   g. Discuss the advantage of developing leisure activities through creative use of decorating techniques
   h. Describe, step-by-step, how to apply applique and patches
4. Acquire the knowledge and develop the skills needed in being responsible for the care of clothing
   a. Discuss three traits needed for successful stain removal
   b. Outline procedure for removing five common stains
   c. Develop a list of five items needed in a stain removal kit
   d. State the steps to be taken in washing and drying clothing in automatic machines
   e. Classify clothing into four groups for laundering
   f. Cite five out of six items of information required in the Care Labeling Rule
   g. Discuss temperature of laundry water
   h. Describe how soaps and detergents will function in hard and soft water
   i. List three products that can be added to the laundry and explain the function of each
   j. Describe how to iron or press a simple garment
   k. Explain the importance of proper storage of garments
   l. Describe the dry-cleaning process
5. Assume the responsibility of becoming an informed consumer and to apply this knowledge in making personal choices of clothing
   a. Discuss five consumer rights and responsibilities
   b. Interpret and evaluate information on five hangtags
   c. Identify three sources of consumer protection
   d. Discuss four types of clothing outlets or stores
   e. Describe five check points to consider before buying garments
   f. Recognize two advantages and two disadvantages of advertising
6. Realize the importance of interpreting clothing labels and to use this information to make wise clothing decisions
   a. Name the four basic purposes of labeling textile items
   b. State the difference between hangtags and labels
   c. Identify and interpret three consumer protection laws related to clothing
   d. List three possible exemptions of the Care Labeling Rule
   e. List five points of information desirable on a care label for clothing
   f. Explain a coding method used for care instructions
   g. Describe four locations of care instruction labels
7. Recognize the importance of establishing criteria for selection of ready-to-wear clothing and accessories and to apply this knowledge when making personal choices
   a. Identify five qualities of basic garments as related to construction and fit that should be considered when purchasing clothing
   b. Discuss the importance of understanding how to select and care for footwear
   c. Evaluate the role of accessories in the wardrobe
   d. State eight guides for selection and care of accessories
   e. Tie a neat-looking tie and wear a scarf several different ways

c. Name own figure type
d. Describe the correct procedure for measuring height, bust or chest, waistline, and hips (seat).
e. Complete a chart for recording at least six accurate body measurements in English and metric units
f. Choose own pattern size from body measurements
g. Discuss pattern ease and its influence on proper fit

2. Identify the components of commercial patterns and catalogs and to select and use patterns that are suited to his/her personality and skills
a. Describe the features of the pattern catalog by listing four
b. Use a pattern catalog to complete an assignment
c. Discuss three reasons for including photographs in pattern catalogs
d. List three factors to consider in selecting patterns and fabrics
e. List and discuss the three main parts of a pattern
f. Identify six items of information found on the pattern envelope
g. Name and explain eight symbols or markings found on pattern pieces
h. Explain the use of a fabric conversion chart with two examples
i. Recognize terms used to identify simple patterns by listing five
j. Use a pattern envelope to determine size and the fabric and notions to buy

3. Understand and master the basic conception beginning to sew and to apply this knowledge in completing a project of their choice and ability
a. Explain the four ways to test fabric in stores
b. Select pattern and fabric yardage
c. Recognize the lengthwise, crosswise and bias grains in fabrics
d. Identify three different fabric folds
e. List five points to check before pinning the pattern pieces to fabric
f. Use a pattern to pin, cut and mark garment pieces
g. Define directional stitching
h. List two uses of basting stitches
i. Explain how to make and where to use flat fell, welt and French seams
j. Demonstrate three seam finishes
k. Sew a zipper into place
l. Sew on a button
m. Demonstrate two ways of securing a hem
n. Demonstrate a knowledge of the sewing machine by correctly identify it's parts and correctly winding the bobbin and threading the machine
o. Complete a chart on sewing machine problems and their probable causes
p. Demonstrate the ability to:
1. Stitch straight, broken, curved and wavy lines
2. Turn square corners
3. Stitch sharp angle turns
4. Stitch a folded edge
5. Remove and replace sewing machine needle
6. Wind and insert the bobbin
7. Correct improper threading mistakes

4. Be aware of some of the realities of the world of work and to understand careers available in the clothing and textile industry
a. List two job titles from each of the major fields of work
b. Name five types of work 14 and 15 year olds are allowed to do
c. List career opportunities within the textile field
d. Describe two positions that require only a high school diploma and two that require additional education
e. Differentiate between titles given to workers in the fashion and textile industry
f. Discuss the factors influencing the cost of producing garments
g. Define four job titles of persons concerned with the production of garments
h. List five job opportunties in the fashion field
i. List six courses in high school that will be helpful for a future in the fashion field and give reasons
j. Identify other careers related to fashion and fibers

CLOTHING II - OUTLINE

Grade: 10-12
Prerequisite: Clothing I
Credit: 1/2
Length: 1 semester

Overall Objective: To provide students with advanced sewing skills.

I. Beginning a Tailored Garment
   A. Artistic, cultural, and practical aspects of tailoring
   B. Fad, fashion and style
   C. Selection of pattern and fabric suitable for tailoring

II. Equipment and Basic Techniques
   A. Tailoring equipment
   B. Sewing machine use
   C. Terms and techniques
   D. Pressing techniques
   E. Seam types, finishes, hand sewing and fitting techniques
   F. Pattern characteristics

III. Customizing the Pattern
   A. Alterations
   B. Modifications
   C. Underlining, interfacing, lining
   D. Directional fabrics
   E. Fitting techniques

IV. Tailoring Techniques
   A. Buttonholes
   B. Necklines
   C. Collars
   D. Sleeves
   E. Hems
   F. Lining
   G. Interfacing
   H. Interlining
   I. Finishing details

V. Constructing and Fitting the Coordinated Garments
   A. Pants, skirts, shirts
   B. Special fabrics
   C. Menswear

VI. Careers in Clothing and Design

CLOTHING II

Grade: 10-12
Prerequisite: Clothing I
Credit: 1/2
Length: 1 semester
Cost: some

Overall Objective: To provide students with advanced sewing skills.

Teaching Techniques: Lecture
Supervised study, questioning and discussion
Hands on experience
Demonstrations
Handouts

Outline and Specific Learning Objectives:

A. Beginning a Custom Tailored Garment - 2 weeks
After completion of this unit and the supportive activities, the student should be able to:
1. Describe the artistic, cultural, and practical aspects of tailored womenswear
2. Distinquish between the terms fad, fashion and style
3. Select fabrics and patterns suitable for tailoring
   a. Describe the characteristics of wool fibers and fabrics appropriate for the student's abilities including different types of weaves
   b. Evaluate and select wool fabrics suitable for tailoring
   c. Explain the importance of pattern and fitting ease in tailored garments
   d. Select patterns suitable for tailoring in becoming styles and in the correct pattern size and body type
   e. Coordinate a pattern, fabric, interfacing, lining, and other items needed to tailor a garment
4. Interpret information provided in a catalog and on the fabric bolt

B. Equipment and Basic Techniques - 2 weeks
After completion of this unit and the supportive activities, the student should be able to:
1. Select the correct tailoring equipment for laboratory or home use
2. Properly use the laboratory sewing machines
3. Identify sewing equipment
4. Correctly follow the principles of construction pressing while tailoring
5. Understand the basic terms and techniques of sewing and be able to perform them
6. Discuss sewing and pressing safety
7. Define terms related to construction
8. Sew an example of each of the basic types of seams, seam finishes, hand stitches and sewing techniques used for fitting (darts, pleat, tucks, etc.)
9. Understand the principles of the three neckline tailoring methods and be able to choose the appropriate method for particular garments
10. Identify different necklines by labeling them in a sketch
11. Coordinate the information in the pattern direction sheet with the text

C. Customizing the Pattern - 1 week
After completion of this unit and the supportive activities, the student should be able to:
1. Correctly alter a coat or suit pattern to fit the wearer
2. Correctly alter a skirt or pants pattern to fit the wearer
3. Sketch each type of alternation
4. Modify the pattern appropriately for tailoring
5. Correctly cut and mark the fabric for a tailored garment
6. Explain the purpose and techniques of underlining
7. Explain the purpose and techniques of interfacing
8. Explain the purpose and techniques of lining
9. Explain layout and cutting of directional fabrics
10. Demonstrate pin-fitting

D. Tailoring Techniques - 14 weeks *

After completion of this unit and the supportive activities, the student should be able to:

1. Determine the best type of buttonhole and pocket for the garment fabric, style, use and care
   a. Demonstrate how to determine buttonhole size according to the button size
   b. Correctly sew on a shank and regular button
   c. Make acceptable buttonholes of each type
   d. Identify different types of pockets
2. Identify the neckline styles of tailored coats and jackets
   a. Plan the steps needed to interface the neckline of the coat or jacket
   b. Interface the neckline using proper methods
3. Interface and apply the undercollar
4. Mark the roll line
5. Explain what taping the roll line means
6. Demonstrate pad stitching and explain its purpose
7. Complete the collar and facings
   a. Explain the custom tailoring and unit methods for applying the top collar and facings
8. Fit and alter the coat or jacket during construction as needed in order to achieve a custom fit
9. Identify sleeve types and finishes most often used in women's coats and jackets
   a. Make, set and finish the sleeves appropriately for the garment style and fabric
10. Identify the various types of hems used on coats and jackets and tell when each should be used
11. Correctly mark the hemline
    b. Hem the coat or jacket with the proper type of hem or finish
11. Explain the difference between the methods used to line coats and jackets and to finish unlined garments
    a. Explain the use of an interlining
    b. Decide on the lining method or finish best suited to the garment
    c. Line the garment or finish the unlined garment following proper techniques
12. Correctly choose and apply the finishing details and decorative touches needed to complete the coat or jacket

E. Constructing and Fitting the Coordinated Garments - 1 week

After completion of this unit and the supportive activities, the student should be able to:

1. Construct and fit any coordinated garments using custom tailoring techniques
2. Be familiar with working with special fabrics other than wool
3. Demonstrate a knowledge of the fabrics, patterns, and techniques used to custom tailor menswear appropriate to his/her educational level

F. Careers in Clothing and Design - throughout course

After completion of this unit and the supportive activities, the student should be able to identify potential careers in the field of clothing and design

* For students who are not at this level of sewing, Clothing II will focus on improving skills learned in Clothing I. This will only apply to those students who have taken Clothing I successfully, yet do not have the skills mastered to try tailoring.

FAMILY LIFE - OUTLINE

Grade: 10-12 (11-12 first choice)
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To enable the student to achieve a knowledge about the family life cycle from birth to death including emotional, physical, and psychological development plus practical applications of comprehensive life skills.

I. Personality Development
   A. Factors influencing personality development
      1. Forces
      2. Theorists
         a. Maslow
         b. Havighurst
         c. Erikson
   B. Factors of heredity
      1. Mutations
      2. Gender
      3. Genetics
      4. Twinning
      5. Other influences
   C. Environmental factors
      1. Family
      2. Peers
      3. Decision making
      4. Values, goals and standards
      5. Other factors
   D. Responses to environment
      1. Ways we grow
      2. Stress
      3. Introvert, extrovert, and ambivert
      4. Prejudices
      5. Defense mechanisms

II. Getting Along with Yourself and Others
   A. Decision making process
      1. Steps
      2. Drinking, smoking, drugs, etc
   B. Communication skills
      1. Ways to communicate
      2. Sympathy vs empathy
      3. Transactional analysis
      4. Listening
      5. Scripting and stroking
   C. Love
      1. Love, infatuation, and sexual gratification
      2. Types of love
      3. Communicating affection
      4. Male/female roles in marriage
      5. Adolescent physical changes
      6. Menstrual cycle
      7. Male and female reproductive systems
      8. Birth control
      9. Options for conception
      10. Values and decision making
      11. Veneral diseases and aids
      12. Non-traditional sexual choices

D. Factors in mate and lifestyle selection
   1. Dating traditions
   2. Theories of mate selection
   3. Selecting a partner
   4. Mixed marriages
   5. Legal and social issues of different life-styles

III. Personal Committments
   A. Engagement, divorce, and weddings
      1. Communication skills
      2. Purpose of engagement
      3. Concerns to discuss during engagement
      4. Legal requirements of marriage
      5. Plan and figure cost of a wedding
      6. Purposes of the honeymoon
      7. Divorce
   B. Building and blending marriage
      1. Expectations
      2. Self-concept, self-esteem, communication, etc.
      3. Marital conflict
      4. Constructive and destructive quarreling
   C. Management choices
      1. Educational Choices
      2. Wise consumers (food, clothing, energy, techniques)
      3. Advertising
      4. Insurance
   D. Personal economics
      1. Career responsibilities
      2. Budget
      3. Finding and keeping a job
         a. Resume
         b. Applications
         c. Letters
         d. Interviews
         e. Follow-up letters
      4. Banking services
         a. Bank functions
         b. Checking accounts
         c. Savings accounts
         d. Credit
         e. Financial services
         f. Loans

IV. Dimensions of Families
   A. Establishing a family
      1. Family planning
      2. Human reproductive systems
      3. Parenthood
         a. costs
         b. contraception
         c. signs of pregnancy
         d. fetal development
         e. delivery
      4. Newborns
   B. Developing child
      1. Types of parenthood
      2. Physical features of a newborn
      3. Newborn reflexes
      4. Care and handling of a baby
      5. Physical and intellectual traits of young children
      6. Parental responsibilities

C. Crisis situations in families
    1. Domestic violence
        a. child abuse
        b. spouse abuse
        c. parent abuse
    2. Resources for help
    3. Dealing with crisis
D. Aging, death and fulfillment of life
    1. Middle age
    2. Old age
    3. Death
    4. Grief
    5. Wills
    6. Aspects of funerals/wakes
    7. Stages of dying and grieving

Family Life

Grade: 10-12 (11-12 first choice)
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To enable the student to achieve a knowledge about the family life cycle from birth to death including emotional, physical, and psychological development plus practical applications of comprehensive life skills.

Teaching Techniques: Supervised study, questioning and discussion
Hands on experience
Tours and guest speakers
Handouts

Outline and Specific Learning Objectives:

A. Personality Development - 4 weeks
After completing this unit the student should be able to:
1. Identify factors which influence personality development
   a. Identify forces which shape personality
   b. Complete a chart of Erikson's stages of human development
   c. List the developmental tasks of adolescence according to Havighurst
   d. Complete a chart using Maslow's theory to name human needs in order of their priority
   e. Compare the theories of Maslow, Havighurst and Erikson
2. Identify factors of heredity
   a. Explain the importance of knowing your genetic background when planning your family
   b. Name two causes of mutations
   c. Explain how sex gender is determined by heredity
   d. Explain how heredity works
   e. Identify words relating to genetics and heredity
   f. Differentiate between fraternal, identical and siamese twins
   g. Explain how multiple births occur
   h. Discuss how heredity influences intellectual ability, blood factors, longevity, skin color, hair and facial features, height, bone structure obesity and certain diseases and defects
3. Identify environmental factors influencing personality development
   a. Identify different family structures and interactions
   b. Match terms associated with peer relations to their correct definitions
   c. Discuss peer influence on personality development
   d. Discuss sibling relationships in families.
   e. Explain the decision making process
   f. Identify terms relating to environmental factors
   g. Differentiate between values, goals and standards
   h. Use value and goal setting techniques
   i. Identify other environmental factors influencing personality development
4. Identify response to the environment
   a. List the six ways people grow and give examples of each
   b. Discuss how heredity, environment and response to the environment work together to determine intellectual growth
   c. List several causes and effects of stress
   d. List ways to deal with stress
   e. Differentiate between introvert, extrovert and ambivert
   f. Explain how prejudices are formed and how they can be changed
   g. Identify different defense mechanisms people use to deal with stress

B. Getting Along with Yourself and Others - 5 weeks

After completion of this unit the student should be able to:

1. Use the decision making process
   a. Identify the steps of the decision making process
   b. Apply the five steps of the decision making process to problems which are typical of high school students.
   c. List reasons for drinking, smoking, drugs, etc.
   d. Identify consequences of drinking, smoking, drugs, etc.
   e. Define terms related to drinking, smoking, drugs, etc.
2. Develop communication skills with other people
   a. Make a list of the ways people communicate
   b. Evaluate the methods of communication
   c. Explain the difference between sympathy and empathy
   d. Label the ego states of transactional analysis and briefly describe each
   e. Discuss scripting and stroking
3. Evaluate different forms of love and assess the consequences of behavior when feelings involving these emotions are displayed and felt
   a. Compare love, infatuation and sexual gratification
   b. Define love
   c. Identify types of love
   d. Identify ways to communicate affections
   e. Develop a list on male and female roles in marriage
   f. Complete a checklist of roles for husbands and wives in marriage
   g. Name adolescent physical changes
   h. Identify the steps of the menstrual cycle
   i. Match female and male reproductive organs to the correct function/description
   j. Distinguish between methods of birth control
   k. Compare options for unplanned pregnancies
   l. Discuss different options for conceiving children
   m. Review the decision-making chain for sexual decisions
   n. Complete value processing exercises concerning sexual decisions
   o. Demonstrate a knowledge about veneral diseases
   p. Discuss non-traditional sexual choices
4. Determine factors in mate and lifestyle selection
   a. Identify past and present dating traditions in our culture
   b. Compare the theories of mate selection
   c. Select from a list desirable characteristics of a dating partner or mate
   d. Discuss problems of mixed marriages
   e. Complete value processing exercises concerning various life-styles
   f. Investigate legal issues relating to different life-styles

C. Personal Commitments - 4 weeks

After completion of this unit the student should be able to:

1. Discuss aspects of engagement, divorce, and weddings
   a. Explain the process of communication
   b. Explain why communication is important during the engagement
   c. Identify concerns to be discussed during the engagement period
   d. Identify career goals with respect to the marriage relationship
   e. Identify the purpose of the engagement period in our culture
   f. Discuss ways of balancing family and career obligations
   g. Discuss the aspects of breaking an engagement
   h. Research legal requirements for marriage in Montana
   i. Plan a wedding
   j. Estimate costs of a wedding
   k. Discuss purposes of the honeymoon
   l. List the stages of divorce
   m. Identify problems relating to a divorce
2. Identify ways to build and blend marriage
   a. List expectations of spouse
   b. List trivial behaviors which might create problems early in marriage
   c. Discuss how self-concept, self-esteem, communication, and sense of humor influence the building and blending of a marriage
   d. List the five types of adjustments to marital conflict and give an example of each
   e. Identify characteristics of productive and destructive quarreling
3. Describe management choices
   a. Identify sources for educational choice information
   b. Discuss career challenges
   c. Select from a list characteristics of a wise shopper
   d. Select form a list factors that affect consumer spending
   e. Identify different types of advertising
   f. Distinguish between planned and impulse buying
   g. Evaluate advertising
   h. Discuss wise purchasing of food, clothing, energy, etc.
   i. Discuss concerns of purchasing a home
   j. Compare the options of renting and buying a home
   k. Determine housing costs
   l. Make a list of things to have in a contract
   m. Identify terms related to the housing industry
   n. Identify different types of insurance
   o. Identify terms related to the insurance industry
4. Manage personal economics
   a. Select a career
   b. Identify responsiblities, pay, work schedule, etc. about the career
   c. Plan budget from take-home pay of career researched
   d. Prepare a resume
   e. Prepare a letter of application
   f. Prepare a letter of inquiry
   g. Complete an application form
   h. Participate in a mock interview
   i. Prepare a follow-up letter
   j. Match terms associated with using banking services to the correct definition
   k. Name functions of a bank
   l. Match banking services to the correct description/definition
   m. Arrange in order the steps involved in opening a checcking account
   n. Name advantages of a checking account
   o. Identify kinds of check endorsements
   p. Explain how to stop payment on a check
   q. Select from a list items that should be included on a check
   r. Write a check and deposit slip
   s. Recconcile a bank statement
   t. Identify several sources for saving money and banking

u. Investigate sources of credit and compare the pros and cons of each source
v. Select from a list sound credit practices
w. Select from a list factors that affect amount of interest
x. Complete a sample credit application
y. Distinguish between advantages and disadvantages of using credit
z. Analyze factors affecting selection of financial services
aa. Analyze factors affecting selection of credit services
bb. Discuss the advantages of following a budget
cc. Investigate different budgeting systems

D. Dimensions of Families - 5 weeks

After completion of this unit the student should be able to:

1. Discuss aspects of establishing a family
   a. Discuss importance of communication in family planning
   b. Review different lifestyles
   c. Review human reproductive systems
   d. Complete a checklist of statement concerning parenthood
   e. Investigate the costs of having a baby
   f. Review forms of contraception
   g. Identify the signs of pregnancy
   h. Identify the stages of fetal develop
   i. Explain the three stages of pregnancy
   j. Describe terms related to pregnancy and birth and developing child
   k. Identify the stages of delivery
   l. Discuss maternal care
   m. Identify procedures a newborn goes through
2. Discuss the developing child
   a. Review the many different types of parenthood
   b. Describe the physical features of a newborn baby
   c. Describe the reflexes of a newborn baby
   d. Demonstrate proper care and handling of a baby during feeding, bathing, diapering, etc.
   e. Given a list of physical traits, determine at what age an average child would first exhibit each trait
   f. Given a list of intellectual traits, determine at what age an average child would exhibit each trait.
   g. Identify development of the child from birth to school age
   h. Discuss parenting responsibilities
3. Identify crisis situations in families
   a. Identify types of domestic violence
   b. Analyze aspects of domestic violence
   c. List resources to help in crisis
   d. List possible crisises for families
   e. Discuss ways of dealing with those crisises
4. Identify aspects of aging, death and fulfillment of life
   a. Describe the physical and mental characteristics of middle age
   b. Describe the physical and mental characteristics of old age
   c. Examine the emotional challenges middle-aged and old-aged people face today
   d. Describe the stages of accepting death
   e. Describe the stages of grief
   f. Discuss options for housing and care of the elderly
   g. Analyze the changes in the role of grandparenting during the last decade
   h. Discuss the steps in making a will and being part of a living bank
   i. Differentiate between the different types of wills
   j. Participate in a field trip to a funeral home
   k. Investigate the costs of dying
   l. Plan a funeral
   m. Discuss the purposes of a funeral/wake

PREPARING FOR PARENTHOOD - OUTLINE

Grade: 10-12 (11-12 first choice)
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To introduce students to developing children and provide the student with skills and knowledge to work with children more effectively.

I. Introduction to Child Development and Parenting
   A. Learning about children
      1. Methods to study children
      2. Jobs available to teenagers
   B. Analyzing parenting skills
      1. Competent parenting
      2. Child's Bill of Rights
      3. Developmental tasks of adolescence
      4. Theorists
      5. Costs of children

II. Principles of Development
   A. Conception, genetics, and prenatal development
      1. Genetics
      2. Female fertility cycle
      3. Signs of pregnancy
      4. Period of the embryo
      5. Fetal period
      6. Environmental effects on the embryo and fetus
         a. drugs, alcohol, tobacco
         b. X-rays, stress, etc.
      7. Genetic counseling
   B. Birth and the newborn
      1. Delivery process
      2. Birthing procedures
      3. Typical newborn (appearance, skills, etc.)
      4. Cephalo-caudal growth
      5. Reflexes
      6. Infant needs
      7. Theorists
   C. Physical development of the newborn through five
      1. Physical development's influence in other areas
      2. Coordination
      3. Laws of developmental direction
      4. Coordination achievements
   D. Cognitive and language development
      1. Define cognitive development
      2. Assimilation and accommodation
      3. Periods of cognitive development
      4. Acquisition of language
      5. Speech periods
      6. Holophrases
      7. Speech problems
   E. Social and emotional development
      1. Heirarchy of needs - Maslow
      2. Erikson's psycho-social development
      3. Bonding
      4. Emotions in children
      5. Fears of children

6. Acquiring fears
7. Role of play in social development
8. Sex roles
9. Androgeny
10. Kohlberg's stages of moral development

F. Cognitive influences in learning
1. Strengthening cognitive learning
a. sensorimotor period
b. preoperational period
c. concrete operations period
d. formal operations period
2. Modeling
3. Habituation
4. Imitation
5. Reinforcement
6. Vicarious learning

III. Principles of Teaching and Learning

A. Respondent learning
1. Reflexes
a. unlearned
b. learned
2. Pavlov
3. Extinction and association
4. Define respondent learning

B. Operant learning principles
1. Law of effect
2. Define operant learning
3. Positive and negative reinforcement
4. Extinction

C. Operant learning methods
1. Differential reinforcement
2. Discrimination
3. Generalization
4. Shaping
5. Backward chaining
6. Prompting and fading
7. Schedules of reinforcement
8. Token systems

D. Discipline as an alternative to punishment
1. Parenting styles
2. Define discipline and punishment
3. Uses of discipline and punishment
4. Punishment trap
5. Opposing or competing behavior
6. Differential reinforcement

E. Discipline using punishment
1. Define punishment
2. Dangers of punishment
3. Guidelines for punishment
4. Reprimanding
5. Response-cost
6. Overcorrection
7. Time-out
8. Spanking

IV. Principles of Parenting

A. Parenting goals and objectives
1. Behavioral goals
2. Behavioral objectives

B. Techniques for observing children
   1. Why to observe
   2. Setting
   3. Timed running description
   4. Sequence analysis
   5. Measures of behavior

C. Self-control
   1. Improving self-control
   2. Setting goals and objectives
   3. Using cues
   4. Using self-reinforcement
   5. Self-punishment

V. Principles of Parenting and Teaching at Work

A. Strengthening happiness (birth to two)
   1. Infant crying
   2. Deprivation trap
   3. Frustration
   4. Independence
   5. Sickness

B. Strengthening happiness (two to seven)
   1. Cognitive development
   2. School
   3. Power struggles
   4. Listening skills
   5. Divorce
   6. Death
   7. Building self-esteem

C. Strengthening coordinated movement (birth to two)
   1. Muscular development influences
   2. Newborn's senses
   3. Teaching methods

D. Coordinated movement (two to seven years)
   1. Effect of coordination problems
   2. Teaching complicated coordination skills

E. Language (birth to seven)
   1. Enriching listening experiences
   2. Imitation
   3. Babbling
   4. Teaching pronunciation
   5. Expansion and extension
   6. Normal speech problems
   7. Correcting speech errors

F. Self-care skills (birth to two)
   1. Introducing foods
   2. Drinking from a cup
   3. Dressing

G. Self-care skills (two to seven)
   1. Developing individual skills
   2. Toilet training
   3. Preparing simple foods
   4. Keeping rooms clean
   5. Doing self-care skills without being told

H. Coping with fears (birth to two)
   1. Unlearned fear reactions
   2. How fears are learned
   3. Common fears (separation anxiety, people, babysitters, etc.)
   4. Dealing with fears

I. Coping with fears (two to seven)
   1. Ages and stages of fear
   2. Healthy vs unhealthy fears
   3. Dealing with fears
   4. Dealing with success and failure

J. Independent thinking
   1. Self-confidence and self-esteem
   2. Restricted choices, simple unrestricted choices and complex unrestricted choices
   3. Brainstorming
   4. Problem-solving
   5. Creative behavior

K. Values and moral behavior
   1. Levels of moral development
   2. Teaching values and morals

L. School
   1. Selecting an early childhood program
   2. Parental influence on school attitudes
   3. Following student progress
   4. Preparing children for school
   5. Preparing for parent/teacher conferences

VI. Planning and Conducting Preschools

A. Two-three year olds
   1. Suitable stories
   2. Snacks
   3. Presentations
   4. Games
   5. Art/crafts
   6. Observation
   7. Working with and handling problems

B. Four-five year olds
   1. Suitable stories
   2. Snacks
   3. Presentations
   4. Games
   5. Art/crafts
   6. Observation
   7. Working with and handling problems

PREPARING FOR PARENTHOOD

Grade: 10-12 (11-12 first choice)
Prerequisite: none
Credit: 1/2
Length: 1 semester

Overall Objective: To introduce students to developing children and provide the student with skills and knowledge to work with children more effectively.

Teaching Techniques: Lecture
Supervised study, questioning and discussion
Demonstrations
Hands on experience
Guest speakers and tours
Handouts

Outline and Specific Learning Objectives:

A. Introduction to Child Development and Parenting - 1 week
After completion of this unit the student should be able to:
1. Discuss why we should learn about children
   a. Tell several reasons why scientists study child development
   b. Name and explain three methods that scientists use to study children
   c. Describe what they think are the three most important reasons to study children
   d. Describe several jobs for which teenagers skilled in child development are qualified
   e. Name three volunteer child-care work opportunities that may be available in their area
2. Analyze their present parenting skills
   a. Describe a good way to identify some of the things it takes to be a competent parent
   b. List five of the eight items in the child's bill of rights and name some of their own
   c. Explain why teenage girls are less ready for motherhood than many women of older ages
   d. Describe four developmental tasks of adolescence
   e. Match noted theorists with their theory of child development
   f. Discuss five major costs of raising children and estimate how much it would cost parents to raise one child to 18 years old
   g. Tell the characteristics they think competent parents will have

B. Principles of Development - 4 weeks
After the completion of this unit the student should be able to:
1. Describe conception, genetics, and prenatal development
   a. Explain what chromosomes are and why they are important in genetics
   b. Describe the events that occur during the female fertility cycle and about how long the cycle takes including signs of pregnancy
   c. Explain what genes are and where they are located
   d. Describe the important developments of the period of the embryo
   e. Describe the important developments of the fetal period
   f. Explain how a pregnant woman's environment can influence the developing fetus within her
   g. Name five drugs which, if taken by a pregnant woman, could harm her fetus
   h. Tell what genetic counseling is and when it may be necessary
2. Discuss birth and the newborn
   a. Explain the sequence of events that a woman can expect to experience during the birth of her infant
   b. Describe what many hospitals are doing to help infants and parents in the bonding process

c. Describe different birthing procedures
d. Explain the meaning of the term neonate
e. Discuss some of the ways in which newborns may differ from one another
f. Tell the average length and weight of a newborn
g. Explain what is meant by cephalo-caudal growth in infants
h. Describe a newborn's typical eating and sleeping patterns
i. Describe four sensory capabilities of a neonate
j. Explain three reflexes that can be observed in the neonate
k. Explain the main needs of infants according to Abraham Maslow and Erik Erikson

3. Describe physical development of the newborn through five years
   a. Describe two ways that physical growth can influence other areas of child development
   b. Name and explain two laws of developmental direction
   c. Explain how increased physical coordination can influence other areas of child development
   d. Discuss how an infant's complete helplessness influences social and emotional development
   e. Name four main coordination achievements during the first five years and tell about what ages they should occur
   f. Explain why some small differences between a child's actual development and a table of developmental norms are probably unimportant
4. Discuss cognitive and language development
   a. Explain the meaning of the term cognitive development
   b. Explain the terms assimilation and accommodation and describe two examples of each
   c. Name the four periods of cognitive development and identify some of the main cognitive achievements that occur in each period
   d. Explain how human language is different from the ways in which other animals communicate
   e. Describe three things that parents and others can do to strengthen language development in infants and young children
   f. Describe the three stages of the prespeech period and tell at about what ages they are likely to occur
   g. Provide two examples of holophrases and indicate what they might mean
   h. Describe the three stages of the language period and tell at about what ages they are likely to occur
   i. Explain how parents should respond to their children's early speech problems
   j. Tell the general rule that can be used to decide if a child needs professional assistance with language development
5. Discuss social and emotional development
   a. List the human needs identified by Abraham Maslow as important for normal development
   b. Name the first five stages of Erik Erikson's psycho-social development and tell the main development in each stage
   c. Explain the meaning of the term bonding and describe its importance in child development
   d. Name and describe four of the child emotions discussed in the chapter
   e. Name and explain three ways that children can learn fears
   f. Describe several ways in which play can help children develop
   g. Explain how play can strengthen several specific social skills in children
   h. Name and describe several forms of play that children engage in as they grow
   i. Explain what sex roles are
   j. Explain the meaning of the term androgyny
   k. Describe several ways in which children learn their sex roles
   l. Name and describe Kohlberg's three stages of moral development
6. Discuss cognitive influences in learning
   a. Describe several things that parents can do to strengthen their children's cognitive development during the sensorimotor period
   b. Describe several things that parents can do to strengthen their children's cognitive development during the preoperational period

c. Describe several things that parents can do to strengthen their children's cognitive development during the concrete operational period
d. Describe several things that parents can do to strengthen their children's cognitive development during the formal operations period
e. Explain why parents have a responsibility to model beneficial actions for their children to see
f. Explain the meaning of the term habituation and provide several child development examples
g. Tell at approximately what age children begin imitating others
h. Explain why reinforcement is an important part of imitation
i. Name some things that may influence who children may imitate
j. Explain the meaning of the term vicarious learning and provide two examples of how it could influence a child's imitation of someone else

C. Principles of Teaching and Learning - 3 weeks

After completion of this unit, the student should be able to:

1. Discuss respondent learning
   a. Name the two parts of a reflex
   b. Explain the meaning of the term respondent behavior
   c. Name and describe several reflexes that can be observed in infants
   d. Explain the meaning of the term unlearned reflex and provide several examples of it
   e. Explain why Ivan Pavolv's research findings are important
   f. Explain how a learned reflex could be acquired in a child and provide two examples
   g. Explain the meaning of the term respondent stimulus generalization and provide two examples
   h. Describe how respondent extinction could be used to cure a fear
   i. Explain the process of association in which children can learn to value new learned rewards
   j. Provide an example of how advertising uses the principle of association to influence children
2. Discuss operant learning principles
   a. Explain the meaning of the law of effect
   b. Tell what operant behavior is and provide three examples of their own operant behavior
   c. Explain how human operant behavior is influenced
   d. Define positive reinforcement (all three parts) and provide two original examples
   e. Explain two mistaken ways to think about positive reinforcement
   f. Describe what a positive reinforcer is
   g. Explain the difference between unlearned positive reinforcers and learned positive reinforcers, and provide two examples of each
   h. Describe the most certain way to identify a positive reinforcer
   i. List guidelines for using positive reinforcers effectively
   j. Define negative reinforcement and provide two original examples
   k. Explain why negative reinforcement is not generally recommended for use in teaching children
   l. Provide a three-part definition of extinction and give two original examples
3. Discuss operant learning methods
   a. Define differential reinforcement and describe two original examples of its use
   b. Explain how to teach a discrimination and provide one original example
   c. Name two common errors to avoid when teaching discriminations
   d. Explain the meaning of the term generalization and provide two examples
   e. List and explain the six guidelines for using shaping successfully
   f. List and explain the three suggestions to follow when shaping fails
   g. Explain the method of backward chaining and provide two original teaching examples
   h. Explain how prompting and fading may be used in backward chaining
   i. Tell what a schedule of reinforcement is

j. Explain how they would teach a child to persist at some task, using both CRF and intermittent schedules in the example
k. Explain what a token system is and provide several examples of tokens
l. Design a token system that will strengthen two work behaviors

4. Discuss discipline as an alternative to punishment
   a. Describe three parenting styles and explain why they would recommend one style (authoritative) over the others
   b. Explain the definition of discipline that is recommended in the text
   c. Explain what punishment is and how it affects behavior
   d. Explain why punishment and discipline are not necessarily the same thing
   e. Tell why it is important to use discipline alternatives to punishment whenever possible
   f. Describe five of the reasons why parents frequently overuse punishment with children
   g. Explain how parents can fall into the punishment trap and overuse punishment methods
   h. Tell why it is important for parents to keep track of behaviors that they wish to reduce through discipline methods
   i. Name each of the alternatives to punishment and provide and example of how each one could be used by parents
   j. Explain what is meant by strengthening opposing or competing behavior with differential reinforcement
   k. List and explain the five guidelines for using the differential reinforcement method

5. Discuss discipline using punishment
   a. Provide a three-part definition of punishment
   b. Describe a most common mistake in thinking about what punishment is
   c. Describe four dangers of using excessive punishment with children
   d. Explain how a parent can judge if punishment may be necessary to reduce certain misbehaviors in children
   e. Describe six general rules for using punishment methods correctly
   f. Explain the three-part reprimand, provide an original example of a reprimand, and discuss several common mistakes that parents make when giving reprimands
   g. Explain response cost, provide an original example in childrearing, list several errors that parents can make when using response cost, and explain what is meant by bonus response cost
   h. Explain what overcorrection is, provide examples of restitution and positive practice overcorrection, and discuss several common mistakes that parents make when using overcorrection
   i. Describe the timeout procedure and explain seven steps that parents must take to use timeout effectively
   j. Tell when it may be appropriate for a parent to spank a child, describe the guidelines recommended to spank safely and effectively, and name and explain seven common errors in spanking

D. Principles of Parenting - 3 weeks
After completion of this unit, the student should be able to:

1. Discuss parenting goals and objectives
   a. Explain why it is important for parents to have general goals in childrearing
   b. Explain what a behavioral goal is and tell how it differs from a general goal
   c. Provide two examples of behavioral objectives stated with the required three parts
   d. Provide three criticisms that some may express about having goals and objectives in parenting, and explain circumstances under which these criticisms could be reasonable and unreasonable

2. Discuss techniques for observing children
   a. Explain some of the reasons it is important for teachers and parents to observe children
   b. Tell why describing the setting is an important first step to making observations

c. Explain what a timed running description is and describe some of its advantages
d. Tell the main parts of a sequence analysis and describe its advantages over a timed running description
e. Describe the first step in measuring behavior
f. Name and explain each of the four basic measures of behavior
g. Explain when it would be appropriate to use each of the four measures of behavior
h. Explain why it is valuable to graph data from observations

3. Discuss developing self-control
a. Explain the meaning of the term self-control
b. Explain how the timing of many consequences for behavior can make self-control difficult
c. Name the three steps to improving self-control
d. Make a tally of how frequently one of their own behaviors occurs and then graph the data
e. Tell why it is important to measure and graph self-control data
f. Explain how they could use setting goals and objectives in small steps to improve a self-control problem
g. Provide two original examples of how a parent could use cues that remind to improve self-control
h. Provide two original examples of how parents caould use self-reinforcement to improve self-control
i. Name three forms of self-punishment and explain how they could be used in self-control

E. Principles of Parenting and Teaching at Work - 8 weeks
After completion of this unit, the student should be able to:

1. Discuss techniques for strengthening happiness (birth to two years)
a. Explain ways in which infant crying can be a valuable activity
b. Describe some ways to strengthen happy behavior in infants
c. Tell why parents should not ignore crying in newborns and very young infants
d. Explain how the deprivation trap can cause parents to teach their infants to be unhappy
e. Discuss how frustration can affect happiness in infants and toddlers
f. Explain how a child's growing independence can influence happy behavior
g. Explain how sickness is likely to affect happiness in infants and toddlers and how parents can avoid strengthening behavior problems after a child's sickness

2. Discuss techniques for strengthening happiness (two to seven years)
a. Name the period of cognitive development that children are in between the ages of two to seven years
b. Explain how entering school presents possiblities for happiness and unhappiness in children
c. Explain the problem that parents may face if they only pay attention to unhappiness in their children, and ignore happiness
d. Tell how parents can do harm by attacking their child's personality or character
e. Describe some of the ways that parents can avoid power struggles with their children
f. Tell several things that parents can do to develop better listening skills
g. Describe at least six things parents should discuss with their child about a divorce
h. Explain how children at different ages think about death

3. Discuss techniques for strengthening coordinated movement (birth to two years)
a. Name and explain several things that influence the development of muscular coordination in infants
b. Describe a newborn's different levels of ability to sense the world and to make coordinated movements

c. Explain how parents may tell when to start various teaching methods to strengthen coordination
d. Describe how parents may help an infant to raise his or her head with greater strength and control
e. Describe how parents may help their infant learn to creep
f. Explain some things that parents can do to keep an infant safe from accidental punishment (pain) while the infant is learning to stand
g. Describe what parents might do to help an infant learn to balance and stand alone
h. Explain several things parents might do to help an infant learn to walk

4. Discuss techniques for strengthening coordinated movement (two to seven years)
   a. Explain how coordination problems can influence a child's personality
   b. Tell why it is important to learn a variety of seemingly unimportant skills such as running, jumping, throwing a ball, or batting
   c. Provide some general suggestions for best teaching complicated coordination skills
   d. Explain how they might help a young child learn to play catch with a ball
   e. Describe some of the things they may do to help a young child learn to ride a two-wheel bike
   f. Tell what parents should do if they observe their child making dangerous bicycle-riding errors in traffic
5. Discuss strengthening language (birth to seven years)
   a. Describe how to advise parents who say they feel funny talking to an infant who can't talk back
   b. Name some of the ways to enrich an infant's listening experience, and tell why enrichment is important
   c. Describe the imitation game that can help infants learn to imitate their parent's sounds
   d. Tell when parents can expect their infants to babble
   e. Explain how parents can help to increase their infant's understanding of the meaning of simple words
   f. Tell how, at about six months, parents can begin to help their infants to say their first words
   g. Describe some of the ways that parents can adapt their language to the needs of infants and toddlers
   h. Describe a method that parents can use to help children pronounce difficult words
   i. Explain and provide examples of the expansion and the extension techniques
   j. Tell why it is important to correctly interpret a child's holophrase before expanding or extending the word
   k. Describe some of the common errors that children make while learning to talk
   l. Tell how old children may be and still show normal problems with speech
   m. Describe one method that parents should avoid when trying to improve speech problems
   n. Describe a positive approach to correcting speech errors in children
6. Discuss strengthening self-care skills (birth to two years)
   a. Explain why the move to semisolid foods can be difficult for infants
   b. Tell what they might do to help an infant learn to eat semisolid foods
   c. Expalin how parents might help their infant to learn to eat a nutritious food that the infant does not like
   d. Explain how parents might help their infant learn to drink from a cup
   e. Describe an example of how parents can teach their young children to put on or remove simple clothing
   f. Explain the order that foods should be introduced to infants
   g. Explain why foods should be introduced one at a time
7. Discuss strengthening self-care skills (two to seven years)
   a. List several specific self-care skills which, if learned, will strengthen independent self-care

b. Explain how parents can tell when their young children are ready for toilet training
c. Describe the main points of the toilet-training approach based on positive reinforcement methods
d. Explain how a three-year-old could be taught to pur liquids into a glass
e. Describe how a skilled parent might teach a four-year-old to make a sandwich
f. Explain how you could help a child learn to keep his/her bedroom clean
g. Explain how parents can begin to teach their children to do self-care activities without being told

8. Discuss how to help children to cope with fears (birth to two years)
   a. Describe several unlearned fear reactions that infants show
   b. Explain three ways in which new fears can be learned
   c. Describe the things that a person could do to help a child lose a fear
   d. Tell at what ages infants can be expected to show fear of new people, separation, and new places
   e. Explain how they might help an infant become more comfortable around strangers
   f. Explain what parents might do to help a child grow more comfortable about being left with a babysitter
   g. Tell the two most common errors that parents make in dealing with their children's fears of babysitters and day-care centers
9. Discuss how to help children cope with fears (two to seven years)
   a. Name the ages between which children are apt to be most fearful and tell why this is so
   b. Describe some healthy fears and some unnecessary fears in children
   c. Explain how they might help children to be less fearful of insects, frogs, and the like
   d. Provide several suggestions for helping children to be less fearful of the dark and imaginary creatures
   e. Provide several suggestions for helping children to develop healthy attitudes about failure and success
10. Discuss ways to strengthen independent thinking
   a. Explain how self-confidence and self-esteem can influence a child's ability to think independently
   b. Explain how parents can use restricted choices, simple unrestricted choices, and complex unrestricted choices to help children learn to make wise decisions
   c. Describe how they would use brainstorming with children to teach them this valuable problem-solving approach
   d. Tell how parents could help their children to state their ideas and opinions even when the children are faced with criticism or disinterest
   e. Describe some things that parents can others can do to strengthen creative behavior in children
11. Discuss ways to strenthen values and moral behavior
   a. Explain why it is important to teach children morals and values
   b. Dscribe the three levels of moral development identified by Kohlberg
   c. Identify two examples of moral behavior which they value, and identify ways in which they would attempt to strengthen them in a child
   d. Discuss ways in which they would help a child to feel closer and more loving to other members of his/her family
12. Discuss ways to prepare children for school and how to deal with school-related problems
   a. Describe some of the main points to consider and compare when parents search for an early childhood program
   b. Tell some ways that a good early childhood program can help to prepare children for kindergarten
   c. Explain the importance of an early childhood program's philosophy of child care and education
   d. Tell some of the ways in which parents might positively influence their children's attitudes about an early childhood program

e. Explain what parents can do to follow their children's progress in an early childhood program
f. Recommend what parents could do if they discover that their child is having problems in an early childhood program
g. Describe some of the skills that children will need to begin kindergarten
h. Explain how parents can follow their children's progress once they have entered kindergarten and later schooling
i. Tell how parents should prepare themselves for parent-teacher conferences and what kind of an attitude they should display during such a conference

F. Planning and conducting preschools - 2 weeks
After completion of this unit, the student should be able to:
1. Plan a preschool for a two to three year old
   a. Plan a story with props for the age groups
   b. Plan a nutritious snack for two to three year olds
   c. Develop a art/craft activity suitable for a two-three year old
   d. Plan a game suitable for two-three year olds
   e. Prepare a presentation on nutrition and good snacking suitable for two-three year olds
   f. Apply knowledge learned during the class in working with and observing two to three year olds including child-proofing the room
2. Plan a preschool for four to five year olds
   a. Plan a story with props suitable for the age group
   b. Plan a nutritious snack for four to five year olds
   c. Develop an art/craft activity suitable for a three-four year old
   d. Plan a game suitable for three to four year olds
   e. Prepare a presentation on nutrition and good snacking or health care suitable for three to four year olds
   f. Apply knowledge learned during the class in working with and observing four to five year olds including child-proofing the room